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ABSTRACT

This manual provides a substance abuse prevention curriculum for preschoolers that includes numerous activities that can be used in traditional learning centers. Unit One helps caregivers examine their style of interacting with young children and identify strategies that will facilitate children's problem solving, critical thinking, and decision making. Unit Two helps preschool students value and appreciate their bodies by providing them with a collection of activities designed to introduce, reinforce, and master good mental and physical health and safety practices. Unit Three is designed to approach substance abuse from a basic information point of view that focuses on activities that introduce and reinforce knowledge about alcohol and nicotine. Students are introduced to terms commonly associated with illegal drugs, including crack, cocaine, heroin, and marijuana. Major goals of Unit Four include teaching children about family and community support systems that help children with problems. The unit also aims to reinforce and integrate previously presented concepts. Unit Five collects activities that help children develop self-image and self-concept and increase awareness of substance abuse. Unit Six focuses on the development of positive self-image through feelings. Related materials are appended. (RH)

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Straight Talking For Targeted Pre-Schoolers
A Substance Abuse Prevention Manual

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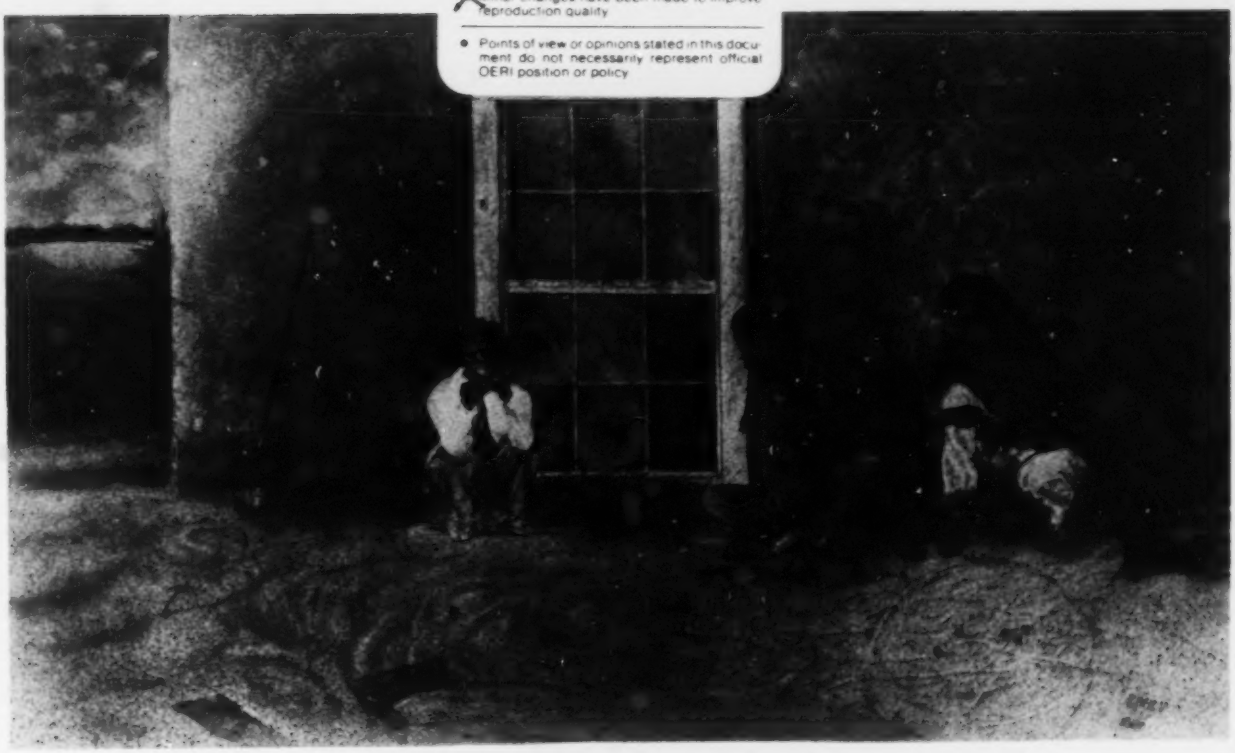

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Principal writers of units one, two, three and four were: Martha Jean Heggins, and Gwen Nall-Niilampti.

Units five and six were revised from the 1988 Manuals developed under OSAP Grant #H84AD00413-01 by Saundra V. Ground, Doris D. Ballard, Connie E. Chocklett, Laura H. Getty, Donovan P. James and Jane P. Meeks. Principal revisionists were: Terrence M. Cummings and W. E. Deloach.

DISCLAIMER

The contents of this manual do not necessarily reflect the official views of Greenville Technical College, the State Health Human Services Finance Commission, or the Office for Substance Abuse Prevention.

Dedication

Straight Talking
For Targeted Preschoolers
Is Dedicated
To The
Children of the Universe!

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FORWARD

Growing up -- What a challenge for today's youth. Life's simple pleasures for kids are not as simple as they used to be. One major problem is the increase of drug usage by pre-school and elementary school children. As a child, we participated in make believe games and playing cops and robbers, but with today's youths, those games have become reality. Gang violence, directly related to the buying and selling of illegal drugs, has become a way of life for many of today's youth.

We have reached epidemic proportions of drug usage by school age kids. It is time for "Just Say No" to be not only a phrase, but a reality. Drug awareness programs must be implemented and carried out through drug education programs. The pre-school age child must be made aware of the dangers of drug abuse and counseled on how experimentation may lead to addiction.

Straight Talking For Targeted Pre-Schoolers: A Substance Abuse Prevention Manual is an excellent beginning for pre-school youth to be educated to the damages of becoming involved with illicit drugs. This manual gives, in very simplistic language, a tremendous overview of what not being made aware of the reality can lead to.

Kids, be informed. Listen and learn and "Just Say No."

Cy Alexander
Head Basketball Coach
South Carolina State College
Orangeburg, SC 29117

May, 1989

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Principal Contributors to the Project

W. E. DeLoach, Project Manager, received his undergraduate degree from Voorhees College and his Masters degree from the University of South Carolina. He also did graduate study at The Citadel. He is the recipient of an honorary degree from Allen University.

DeLoach serves as President of Delowe Corporation. Delowe Corporation is a management consultant firm providing services to the public and private sectors. The areas of concentration are: governmental affairs; business and grant management; marketing and research advertising; and staff development and training.

The Fairfax native formerly served as Executive Assistant to South Carolina's Governor Riley. In this position, he was the chief policy advisor to the Governor for rural improvements, volunteerism, criminal justice and public safety. He was responsible for the implementation and coordination of gubernatorial initiatives in these areas; as well as the communication of these initiatives and policies to constituents and interest groups. He was responsible for the coordination and implementation of the Governor's emergency powers. He also assisted in legislative advice and was responsible for coordinating the Governor's appointments to state and local boards and commissions. As Executive Assistant to Governor Riley, he served as Chairman of the Staff Advisory Council of the National Governors' Association Committee on Criminal Justice and Public Protection. In this capacity he was responsible for formulation of policy for the Governors of the United States and five territories.

He also served as Deputy Executive Assistant for Legislative Affairs to Governor Riley, Deputy Director of the Governor-elect transition staff and Deputy Campaign Manager for Riley for Governor Committee. Also he has held the positions of Executive Director of the Charleston County Education Association, Uniserv Representative for the South Carolina Education Association and a teacher at Denmark-Olar Senior High School.

Dr. Martha Jean Adams Heggins, Project Specialist, was born and educated in the public school system of Florence, South Carolina. Her advanced degrees include: (a) Ed. D. in Education (Cognition) from Rutgers University; (b) M.S. in Early Childhood Education from Bank Street College; and (c) B.S. in Elementary Education from South Carolina State College.

As a pioneer in the early childhood movement of the 60's, Dr. Heggins served in many leadership positions including: (1) the Head Start Program - Community Action Agency; (2) the Day Care Program - The Department of Social Services; (3) the Kindergarten Program - The State Department of Education; and

(4) named the first Chairperson for the Governor's Early Childhood Advisory Committee in South Carolina.

Dr. Heggins has also been appointed to and served on numerous task forces, committees, etc. at the state, regional and national levels for private and public (profit and non profit) agencies as a consultant, speaker, lecturer, grant writer, workshops, institute and conference leader. Presently, she is Professor and Director of Early Childhood Education, Department of Teacher Education, School of Education at South Carolina State College in Orangeburg, South Carolina.

Gwen Nall-NiiLampti, (Assistant Project Specialist) Instructor in the Department of Education, comes to South Carolina State College with experiences in early childhood and elementary public school education as well as administration and adult education gained while working in the southern part of the United States and in Jamaica, West Indies. Prior to coming to Orangeburg, she resided in her hometown, Tuskegee Institute, Alabama where she was completing post graduate studies in the area of Reading Education at Auburn University, Auburn, Alabama. Her academic background includes a B.A., English and a M.A., Elementary Education from the University of Michigan at Ann Arbor. She is the mother of three middle school aged children.

Tony Simmons, Graphic Artist, received a bachelor's degree in Graphic Design from the University of South Carolina. He also completed three semesters of study at South Carolina State College in Mechanical Engineering.

The Columbia native, presently serves as a free lance Graphic Artist.

In addition to his present occupation, he served as a Page in the Office of the Lieutenant Governor and Intern in the Office of the Governor. In these positions he provided support services to the executive staff.

PROJECT STAFF

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INTRODUCTION

The nineteenth century philosopher, Herbert Spencer, wrote, "Above all, man needs knowledge to guard himself against the incapacities and slow annihilation that his own bad habits bring him." On the eve of the twenty-first century this statement is still true. The increase of substance abuse among today's youth bears witness to this fact (Horton, 1988). Approximately two-thirds of all American children will have used an illicit drug other than marijuana and alcohol before they graduate from high school. Furthermore, 80% of high school seniors have used marijuana (Johnson 1986) and one-half of high school students are classified as regular drinkers with approximately four million of them becoming alcoholics under the age of 17 (Horton 1985). Seemingly, in an attempt to contribute to man's swift annihilation, teenaged drinkers are responsible for approximately one half of all fatal automobile accidents (Sherouse 1985).

While one person in three lives or has lived in a family in which there is substance abuse (Downing and Walker 1987), alcohol is usually the drug of choice (Horton 1988). Accordingly, there are 28 million children of alcoholics (COAS) in the United States. These children can be found in virtually every preschool, elementary school, and secondary school (Ackerman 1983). These children are involved in 40% of all child abuse cases, are four times more prone to become alcoholics than others, and 40 to 60% of them develop some form of addiction (National Council on Alcoholism 1986).

In 1982 35% of the Social Services Block Grant target population was provided protective services for abuse and neglect. Alcoholism is a contributing factor to 40% of all child abuse cases (National Council on Alcoholism 1986).

The first experimentation with drugs usually occurs during the years surrounding puberty (Johnson et al 1984). This introduction generally starts with the use of "gateway" drugs -- alcohol, marijuana, and tobacco. Due to its availability, alcohol becomes the drug of choice among adolescents (Horton 1988). There is a high correlation between the use of alcohol and the later use of "harder" drugs -- cocaine, PCP, and heroin. Further, young people who use one gateway substance are at an increased risk for using others (Johnson et al 1981). The interval period for experimentation with gateway drugs accompanies specific stages of sociological, psychological and physiological development.

Among the various factors that might cause drug use, the "single best prediction of who will experiment with substances is their use by a young person's close friends." A "peer pressure hypothesis" has been adopted by researchers as the primary influence on substance experimentation (Hansen et al in press).

A psychological factor related to the onset of drug use is rebelliousness. The tendency of young people to seek independence from authority figures is at its zenith as they negotiate adolescence. Those who are prone to be risk taking, rebellious and striving for independence are most likely to experiment with substances in a premature attempt to be "adult" (Donovan et al 1983, Jessor et al 1980). Since young people

view tobacco, alcohol, and other substance use as an adult prerogative, the adoption of drug use enhances their notion of maturity.

Thus, substance abuse constitutes one of the most acute crises of childhood. The need to address this problem of prevention must be viewed in terms of both the treatment cost and human suffering. We believe that these efforts in both the school and the community must begin early, since preventing abuse is easier and healthier than controlling it. "At an early age, children need to be taught the dangers of drug use just as they need to learn the dangers of touching something hot, running into the street, and playing with knives and guns. The understanding that "drug use of any kind is dangerous and unacceptable must be unambiguously and forcefully conveyed early on" (Horton 1988).

Furthermore, we believe that the prevention of alcohol and other drug use must be a total community undertaking. Churches, social agencies, news media, police departments, judicial systems and business interests must work together to create a drug free environment for children and youth. Consequently, a well-designed prevention program, rooted in real life activities and nurtured by community support, can save the lives of our children.

Finally, in the words of the 41st President of the United States, George Herbert Walker Bush, this eclectic approach will ensure that the children of America will inherit and maintain "A kinder, gentler nation."

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Rationale For Learning

The classroom environment is a reflection of the caregiver's philosophy about children and learning, and the expectations she/he holds for both.

Because children need freedom to move, the classroom should be organized into activity areas.

Because children can direct their own learning, the classroom environment should display materials in a way that makes them readily accessible to children.

Because children have specific needs and interests, the classroom environment should have a wide variety and range of learning activities and materials to which children can be directed, or from which children can choose.

Opportunities for self-initiated individual study projects should be scheduled into the program and should be facilitated by small group and individual meetings with the caregiver.

Because children are partners in the learning process, the classroom task of developing and collecting materials and activities, and placing them in an environment should be shared by students and caregiver. The care of materials and general order of the classroom are also responsibilities that should be shared by all members of the class.

Because children need to develop effectively as well as cognitively, the classroom atmosphere must value and allow for individual differences by encouraging independent study, presenting many ways of illustrating learning outcomes, and accepting multiple forms of personal expression. Attention to the various levels of

emotional maturity and social skills attained by each child will help caregivers determine the amount of responsibility the child can assume.

The caregiver evaluates children in relationship to who they are and encourages children to evaluate themselves in relationship to individually defined criteria.

About Redundancy:

Redundancy should be a way of life for young children. Consistency (redundancy) is a necessary component of the growing process of young children.

When the same information is presented over and over and done in an entertaining and enjoyable fashion, young children don't see it as redundancy...they see it as fun. They can do the identical fun activity many, many times and not get bored...though they do outgrow things.

Information which is new is not considered redundant even if the same medium of delivery is used. The utilization of charts/posters is by design. Many children, especially young children are visual learners. Being able to "see" an idea ensures retention of the content.

Furthermore, young children are not abstract learners. Rather, they are concrete learners. They need tangible, visual, "real" images, seen over and over and over again, to ensure the absorption of abstract ideas.

LEARNING CENTERS

A learning center is a collection of activities developed around a topic, theme, skill, or subject. Learning centers provide students with activities at varying levels of difficulty and complexity. They cater to individual learning styles by including activities structured to appeal to the difference senses. One reason for using learning centers is to place the activities in the classroom environment so that students can work independently or in groups at the center and thereby direct their own learning for some time during the school day. A learning center, therefore, functions as a "teacher" by presenting, reinforcing, and extending learning about a particular topic. Unlike caregivers, however, learning centers are not self-sufficient and are dependent on the caregiver to ensure workability. In using learning centers, the caregiver assumes the multiple responsibilities of:

INITIATING __ The caregiver determines what the learning center should include and plans for methods of introducing it and scheduling students to use it.

INTERACTING -- The caregiver presents group lessons at the center and arranges for individual conferences with students to discuss their experiences at the center. The caregiver adopts techniques to determine when and how to intervene with the student's experiences in order to aid in clarifying, reinforcing, and extending learning.

EVALUATING -- The caregiver continually checks on the center's appeal and usability for children. Some activities may need revising, or replacement with new ones in order to meet the objectives set up by the caregiver and students.

(Kaplan et. al 1975)

Pattern For A Learning Center

Develop	Collect	Display	Present	Evaluate
Select a topic, skill, or interest as the basis for creating activities. Structure activities to include: -ways to receive information -listening -observing -experimenting -researching -ways to apply information -making products -filling in worksheets -putting together puzzles -acting out scenes -playing games -writing stories -matching objects	Locate all references and resources about the topic, skill or interest: -real life objects -study prints -filmstrips -records -books Gather all materials to be used for: -building -writing -drawing -modeling -sorting Set up supplies: -scissors -paper -pencils -marking pens -glue -stapler -paper punch -crayons -chalk -string	Section off an area in the classroom. Arrange the materials using: -cardboard -bulletin -boards -peg boards -boxes -tables -chart racks -plastic bins Label items. Place signs and directions around center. Indicate space for working. Allow for display of children's work.	Introduce activities Give directions on how to use materials. Schedule times for using the center. Schedule individual conferences. Encourage students to act as teacher for the center. Plan for ways children can add activities to the center. Teach group lessons at at the center.	Develop a record-keeping instrument for students's or caregiver's use. Provide ways for children to share products.

(Kaplan et. al, 1975)

PLEASE NOTE:

We suggest that caregivers incorporate activities into traditional learning centers whenever appropriate. These centers include:

Writing	Cooking	Family Living
Block	Manipulatives	Math
Book	Music	Sand and Water Play
Science	Woodworking	Art

Moreover, include activities on substance abuse to enhance parent involvement and education whenever appropriate.

We suggest that an eclectic approach be used and small group instruction should be utilized especially when teaching specific content.

Finally, the overall substance abuse curriculum answers four questions from the child's perspective:

Will you teach me to think?
Unit One - TEACHING FOR THINKING

How do I keep my mind and body healthy?
Unit Two - HEALTHY MINDS/HEALTHY BODIES

What can harm me?
Unit Three - INFORMATION/KNOWLEDGE OF DRUGS

Who can help us?
Unit Four - WHO TO TELL

References for Introduction

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ABOUT THE TRAINING MODEL

A key factor contributing to the success of the development of Straight Talking for Targeted Preschoolers: A Substance Abuse Prevention Manual, is the fact that two Early Childhood and Elementary Education educators with extensive backgrounds in teaching, research, and program planning for Head Start, day care, kindergarten, and other preschool and elementary programs collaborated for several months to research, design, and write the curriculum.

The writers of the curriculum stress the importance of interpersonal relationships, mutual support, and shared responsibility to complete a task successfully.

The training for the participants will be a 5-hour intensive, interactive, "hands on" experience. Fundamental to the success of the training session will be the provision of ample opportunities for the participants to become familiar with and react to the curriculum.

Germane to the success of the interpretation of the curriculum by the participants is the development of positive attitudes, sensitivity, and confidence in handling controversial topics such as substance abuse.

The end result of this training will be that the caregivers will become knowledgeable, confident and enthusiastic about working with parents and children in the successful implementation of Straight Talking for Targeted Preschoolers: A Substance Abuse Prevention Manual.

An end result of the research produced an extensive bibliography including national sources such as: The U.S. Department of Education, Alcoholics Anonymous, The Boy Scouts of America, The National Dairy Council, The National PTA, and the U. S. Customs Service Drug Awareness Program.

STRAIGHT TALK FOR TARGETED PRESCHOOLERS: A SUBSTANCE ABUSE PREVENTION MANUAL

What is it?

A preschool based curriculum designed to answer four key questions:

Will you teach me to think?

Unit One: TEACHING FOR THINKING

How do I keep my mind and body healthy?

Unit Two: HEALTHY MINDS/HEALTHY BODIES

What can harm me?

Unit Three: KNOWLEDGE/INFORMATION OF DRUGS

Who can help me?

Unit Four: WHO TO TELL?

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UNIT ONE
TEACHING FOR THINKING

A primary goal of this curriculum unit is to help caregivers examine their own interactive style with young children. A subsidiary goal is to identify strategies that will assist, encourage and facilitate problem solving, critical thinking and decision making skills of pre-school aged children.

There have been countless future-oriented thinkers, writers and planners who have made predictions about the nature of our society in the next millennium. Perhaps, the one thing we can be certain about is the "rapid rate of change." Consequently, if children are going to be prepared to live productively in a technological era and if teachers are going to be successful in the 21st Century...then problem solving must be an integral part of instructional practices and caregivers' interactive style.

A study by Goodlad (1983) characterized teaching as: (a) employing limited strategies; (b) emphasizing their own task; and (c) monitoring seat work. It has also been observed that restrictive questions and answers dominate the classroom interaction. If this process is to change, teachers will need to examine their own interactive style and pay particular attention to the way they ask questions.

Wassermann and Zola (1977) stated that most teachers have trouble taking a hard look at themselves; but as they examine their responses, they observe that teachers:

(1) Talk almost all of the time (when they think they are giving pupils lots of opportunities to do the talking).

(2) Keep repeating themselves (when they think they are being more succinct).

(3) Direct, explain and tell (when they think they are asking).

(4) Inhibit thinking (when they think they are promoting thinking).

Wasserman's (1984) position is "it is not the amount of facts that we learn that will see us through life in the 21st Century. Rather, it is how we use that knowledge to make this planet a better, more decent place to live, that is the major challenge." McCormack (1984) asserts two assumptions which are important considerations regarding the nature of children: (1) all children have some inborn creative potential, but the degree to which this ability develops is linked to environmental influence; and (2) stimulation, opportunity, materials and encouragement are important creatively...inducing factors of a classroom environment.

Creativity is one of the most highly valued of human qualities, and according to Einstein, is far more consequential than knowledge in furthering the significant advances of humankind. It is from rich and fertile imaginations, much more than accumulated information, that new forms emerge. It is a person's creativity that has brought forth such immense breakthrough inventions as the wheel, the dymaxion car, the theory of relativity, the electric light, and the first airplane. In short, creativity and imagination have been, throughout history, the key to the advancement of the quality of life (Wassermann, 1984). Therefore, creativity must be included in the instructional design in keeping with future projected needs.

Because there is a direct correlation between a caregiver's *interactive style* and children's thinking and reasoning abilities, this unit will begin with a self training activity which is designed to assist the caregivers in assessing their own interactive style. Thus, the objectives of this unit are as follows:

-- Assess the caregivers' interactive style with young children.

-- Increase children's thinking ability.

-- Promote higher-order cognitive functioning.

-- Nurture creativity and imagination.

-- Encourage children to monitor their own learning and problem-solving ability.

-- Provide greater opportunities for children to make decisions.

-- Encourage support and cultivate creative ability and talent in children.

-- Increase independent pupil functioning.

ACTIVITIES FOR TEACHING FOR THINKING

Following are a set of procedures to help you examine your own interactive style with young children. Additionally, this activity will enable you to assess the children's cognitive understanding about drugs.

TEACHER PREPARATION FOR THE UNIT

1. Self Training Activity

TOPIC: Teaching For Thinking About Drugs

LOCATION: Discovery Center
Language or Listening Center

DIRECTIONS

Teacher Preparation

1. Obtain a tape recorder and tapes for an extended period.
2. Select one child or a small group (3-5) children to study.
3. Use the following open-ended questions to prompt the discussion:
   a. A drug is?
   b. What are some good drugs?
   c. What are some bad drugs?
   d. Should you take drugs?
   e. What drugs should you take?
   f. Where are drugs found in the home?
   g. Why is taking other people's medicine dangerous?
4. The discussions should last for about 15 minutes for the first several sessions. Make sure you tape the entire session.

EVALUATION

1. Play back the tape during a period that is convenient and quiet for you.
2. As you listen to the tape, complete the worksheet in the appendix package entitled "Promoting Thinking In Your Classroom" by Selma Wassermann and Meguido Zola.
3. Begin with Part A; it will help you classify the responses that you have made. For each one, make a check mark beside the item that best describes your responses.
4. Complete Part B after you have completed Part A. Examine your responses to see which category your responses fell in. Please note

that the more your responses fall into category 3, "Responses that Sustain and Extend Thinking," the more you are responding in ways that promote independent inquiry among your pupils (Wassermann and Zola 1977).

5. Finally, analyze the children's comments and make a list of their cognitive understanding of drugs. Additionally, please send a copy of sample tape.

Send To:
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TEACHER PREPARATION FOR THE UNIT

1. Utilize small group and direct instruction

   a. Review the objectives for the unit.

   b. Discuss the specific objectives related to this activity.

   c. Lead class discussion on the materials outlined in the unit.

2. Teacher introduces each activity to the children.

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ACTIVITY: "SMALL GROUP DISCUSSION"

TOPIC: Making Decisions and Choices

LOCATION: Dramatic Play Center
Group Time

DIRECTIONS:

TEACHER PREPARATION

1. Put the children into small groups.
2. Identify reasons for making decisions.
3. Help children to note consequences of their decisions and/or choices; and select alternatives they think may be more appropriate.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Building on the background information discussed above, guide the children in making decisions and choices as follows:

-- Dramatic Play Center -- Have children choose appropriate clothing for different purposes (party, play, school, rainy weather, cold, hot, etc.). Encourage children to reflect on their decisions. For example, "What would happen if you wore a bathing suit on a cold, rainy day?" etc.

-- Group Time -- Alternate children and allow them to choose the game time activity or select a playmate/partner for the game.

-- Art Center -- Let children choose their own art medium to work with, such as paint, clay, crayon, drawing, etc.

ACTIVITY: "FOLLOWING RULES"

TOPIC: Signs Around Us

LOCATION: Discovery Center

DIRECTIONS:

TEACHER PREPARATION

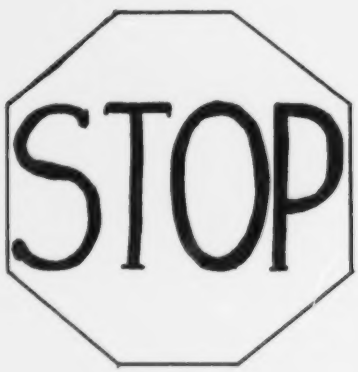
1. Prepare signs that are seen in school and in the neighborhood, such as (a) danger, (b) stop, (c) bus stop, (d) keep off the grass, and (f) Just Say No shirt, etc.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Lead a discussion with the children to identify each sign. Discuss the rule and/or expected behavior related to each sign.

Show the children each sign and enlist the behavior or decision they would make when shown the sign. For example, "Ask the children...what would you do when you see a danger sign, stop sign, or Just Say No shirt?"

Have children role play various situations.



ACTIVITY: "I'M THINKING"

TOPIC: Listening

LOCATION: Listening Center

DIRECTIONS:

TEACHER PREPARATION

None

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Have children to listen to and answer riddles from familiar stories or nursery rhymes, such as "I'm thinking of a little boy who went to sleep under a hay stack. Who is it" etc.

Have the children to listen for the correct or false statement. If the statement is correct, the children should clap and if the statement is incorrect, they should turn thumbs down!

Examples:

-- The sky is blue. (CLAP)
-- The grass is orange. (THUMBS DOWN)
-- The sun makes the earth warm. (CLAP)
-- Some drugs are bad for your body. (CLAP)

Have children play the game "I'm Thinking." Select a child to be "it." The child who is "it" whispers his/her thought to the teacher before the game begins.

The child states some sort of category as:

"I am thinking of an animal."
"I am thinking of somebody in the room."
"I am thinking of a thing that is round."
"I am thinking of somebody in a book."

Encourage the children to ask questions in return, in an attempt to identify the thought.

"Is it big?"
"Does it have a color?"
"Can I touch it?"

Additionally, the teacher may suggest questions about color, size, shape, location, etc. The child with the correct answer becomes "it"...and the game continues.

ACTIVITY: "COLLAGE DESIGNS"

TOPIC: Creativity

LOCATION: Art Center

DIRECTIONS:

TEACHER PREPARATION

Provide a variety of materials -- colored construction paper, wallpaper, sandpaper, cellophane, cancelled stamps, tin foil, upholstery fabric, felt burlap, yarn, string, pipe cleaners, buttons, bottle caps, cereal, etc.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

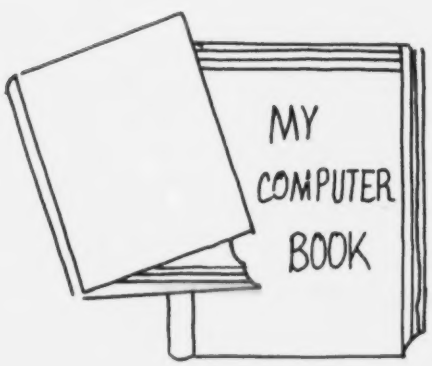
Allow children to select materials they would like to work with.

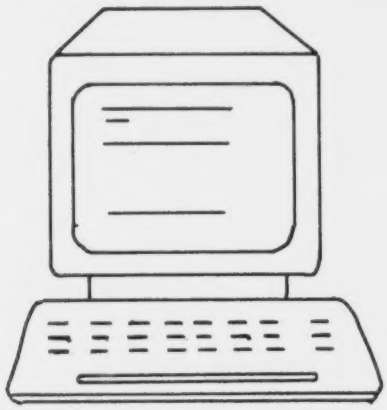
Encourage forming, shaping and combining a variety of materials.

Have the children arrange materials on background paper and then attach with glue.

Encourage collages based on specific themes such as: collage characters from a story, outdoor collage, my community or home collage, seashore collage, etc.

Children should also have the pleasure of seeing and feeling the different textures and creations of other children's collages.





ACTIVITY: "MY COMPUTER BOOK"

TOPIC: Computer Awareness

LOCATION: Science Center

DIRECTIONS:

TEACHER PREPARATION

1. Collect a wide variety of newspapers, magazines, brochures, pamphlets, etc. on computers.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

1. Discuss ways computers help us in thinking and creating our ideas.
2. Demonstrate an activity on the computer.
3. Identify the parts of the computer such as the screen, monitor, keyboard, etc.
4. Allow the children opportunities to experiment and explore the computer.
5. Have children cut out pictures of computers.
6. Support each child in creating a book entitled, "My Computer Book."

ASPECTS OF DRUGS"

TOPIC: Evaluations

LOCATION: Language Arts Center
Language Experience
Activity

DIRECTIONS:

TEACHER PREPARATION

Prepare handout (see sample below).

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

-- Discuss with the children the following scenario:

a. Someone who has offered them some medicine (or they found some medicine) that was not prescribed (written by a physician - Doctor) for them!

b. They need to make a decision!

c. What would they do!

-- Divide the chalkboard into two columns.

-- On one side write, "What Would I (We) Do: Alternatives.

-- Encourage children to come up with several alternatives.

-- Write each suggestion down just as it is given.

-- Read the suggestion back to the children (line by line) and have them to repeat each alternative given after you.

-- On the other side of the board write "Reasons for My Decisions."

-- Encourage children to come up with several reasons for their decisions.

-- Write each decision down just as it is given.

-- Read the suggestion back to the children (line by line) and have them to repeat each decision given after you.

-- Individualize the activity by preparing the sample handout below.

-- Support each child in completing the activity by reading the information to him/her and writing their responses on the handout.

EVALUATION: POSITIVE AND NEGATIVE ASPECTS OF DRUGS

Scenario

Someone has offered me some medicine (or I found some medicine) that was not prescribed (written by a physician - Doctor) for me. I need to make a decision? What would I do?

NAME _____

DATE _____

MY DECISION _____

_____

REASON FOR MY DECISION _____

_____

ACTIVITY: "LANGUAGE EXPERIENCE CHART"

TOPIC: Creative Writing

LOCATION: Language Art Center

DIRECTIONS:

TEACHER PREPARATION

-- Obtain a box and let the children decorate it.

-- Write several story titles on different strips of color construction paper and place them in the "Creative Writing Box."

TEACHER PREPARATION EXAMPLES

Stir imagination with a Create A Story Box. Write down titles of several possible language experience creative story titles such as:

1. My Home!
2. My Neighborhood!
3. Just Say No to Drugs!
4. Drugs That are Good for You!
5. The Best Thing I Like About School!
6. Why I Like My Pet!
7. When I Grow Up, I Want To Become A _____!

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Choose a child to pull a story title from the box. Write the story title on the board and read it to the children. Call on individual children to give you an idea or line for the story.

Write the idea down just as it was given.

When the story is completed, read the story back to the children, having them to repeat each line after you.

Leave the story on the board throughout the day.

Make a chart of the story at the end of the day.

Guide the children in reading the stories (utilizing procedures described above) for several weeks.

Alternate this approach by permitting children to suggest other story titles from time to time, or read a story and have them come up with the best title.

NOTE: Reference for Language Experience Approach (See "Who To Tell - Unit IV" in this manual).

ACTIVITY: "OBSERVATION"

TOPIC: Daydreaming

LOCATION: Discovery Center

DIRECTIONS:

TEACHER PREPARATION

Review guidelines for observing and recording the behavior of children.

Dear Mrs. _____:

If you observe me daydreaming or staring blankly for a short time, do not be compelled to "snap me out of it." This meditative rest period is valuable for me! I might be reviewing things that have happened to me and coming to terms with my feelings about those experiences. Furthermore, I may be using my intuition or working on a creative idea.

Please remember Mrs. _____ that this natural meditative state enhances and embraces my creativity. It is at this point in consciousness, that I am able to reach beyond the stress, worry, guilt, and fear I experience on this physical planet.

Sincerely,

On behalf of the Children of the World

ACTIVITY: "VITAMINS IN THE JAR"

TOPIC: Problem Solving

LOCATION: Mathematics Center

DIRECTIONS:

TEACHER PREPARATION

-- Secure a clear jar and fill it with colored vitamins.

-- Make sure that the children cannot open the jar!

-- Write the number of vitamins in the jar on a slip of paper and place it in an envelope.

-- Select, obtain or purchase a gift for the winners (1st, 2nd, 3rd prizes).

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

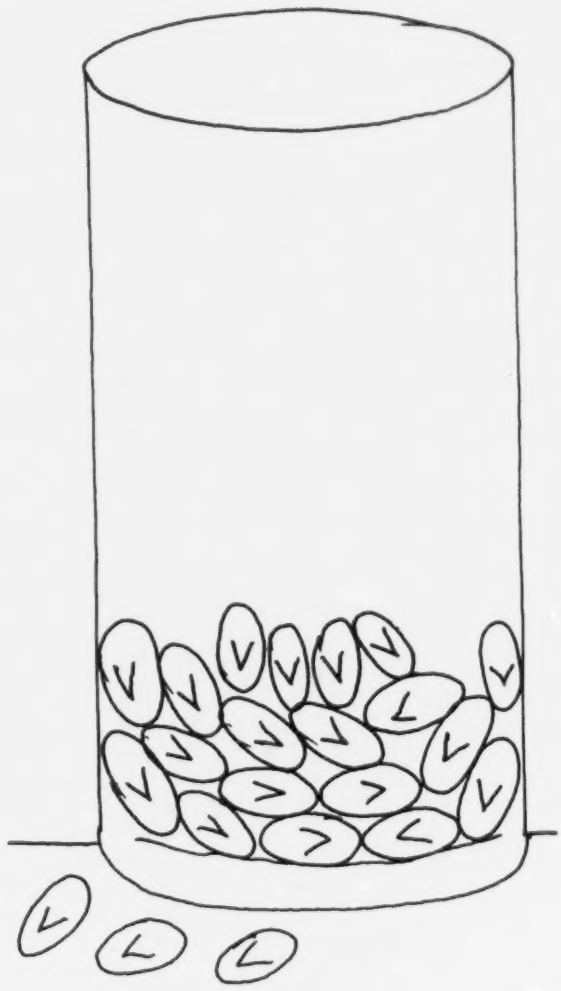
-- Teacher will place the jar of vitamins on her desk.

-- At the beginning of the week, teacher will instruct the children to guess the number of vitamins in the jar!

-- Throughout the week, the teacher will call attention to the number of vitamins...asking children to select or choose the number of vitamins they think are in the jar.

-- At the end of the week, the teacher will write the number each child selected on a sheet of paper.

-- The child with the correct number or closest to the correct number will win the 1st prize, then choose the 2nd/3rd, etc.



-- Use this opportunity to discuss again the fact that we do not take medication that is not prescribed for us by a physician.

ACTIVITY: "WHAT WILL I BE!"

TOPICS: Jobs

LOCATION: Art
Social Studies/Social Awareness

DIRECTIONS:

TEACHER PREPARATION

1. Collect information and pictures from newspapers, magazines, brochures, pamphlets, etc. about jobs in:

   a. wholesale and retail trade;
   b. public administration;
   c. government;
   d. manufacturing;
   e. construction;
   f. transportation;
   g. service occupations; and
   h. forestry, etc.

2. Arrange an excursion (field trip) for children to watch people at work. If possible, select a site that will be reinforced technological education or service occupations.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Lead the class in a discussion to help them understand that a person works to earn money, to gain a sense of accomplishment, and to be helpful to others.

Use pictures of people at work in a variety of careers or jobs to stimulate thought about the job the children might would like to do someday.

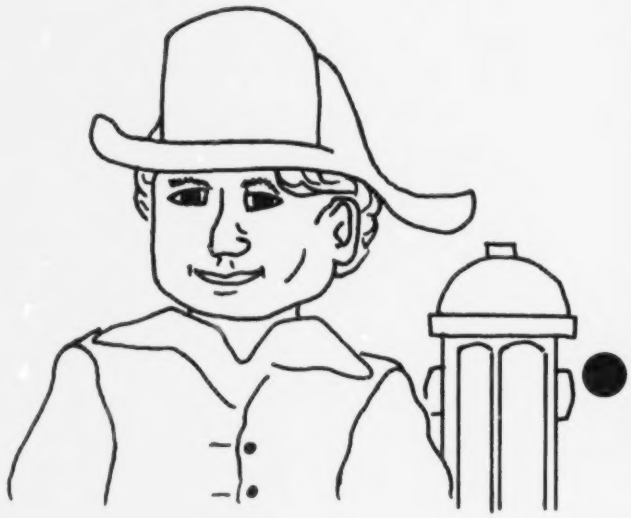
Have the children cut out pictures (to make a chart, poster, or mural) of the job they would like to do someday.

Have each child share his picture with the class, focusing on the nature of the job and why he/she chose it.

Be sure to put each child's name and date on the picture.

Encourage children to select a caption and write in on each picture.

Put all pictures on the bulletin board entitled "Jobs: What We Will Be In Year 2019."



ACTIVITY: "OUR FAVORITE STORYBOOK CHARACTER STORIES

TOPIC: Creative Writing

LOCATION: Language Arts Center

DIRECTIONS:

TEACHER PREPARATION

Make a chart/poster to illustrate a favorite storybook character(s) which will be the focus of the creative writing session (see final details in the procedures section below).

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

The caregiver invites children to think of different stories they have read or heard and identify their favorite story character(s).

As the characters are identified, the caregiver writes the names on the chalkboard.

The children will then select one of the characters (at a time) to write an experience story about that character.

Upon completion of the dictation of the story, the teacher will rewrite the story on experience chart paper and invite the children to read it occasionally.

To stimulate the children's imagination and creative writing session, the caregiver will prepare an attractive poster of a character(s) and place that poster on the chalkboard before beginning the writing session. Suggested posters could reflect storybook characters from such stories as (a) The Three Little Kittens, (b) Billy Goat Gruff, (c) The Three Bears, etc.

ACTIVITY: "EVERYONE IS CREATIVE!"

TOPIC: Creativity

LOCATION: Music Center

DIRECTIONS:

TEACHER PREPARATION

Check out a variety of classical records from your school, public, or state library.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Teacher will play a different classical record for the activities that will be utilized to promote, support and encourage children to express their feelings and creative expressions through music.

At various intervals the following creative activities will be introduced. Caregiver will focus on only one form of creative expression at a time.

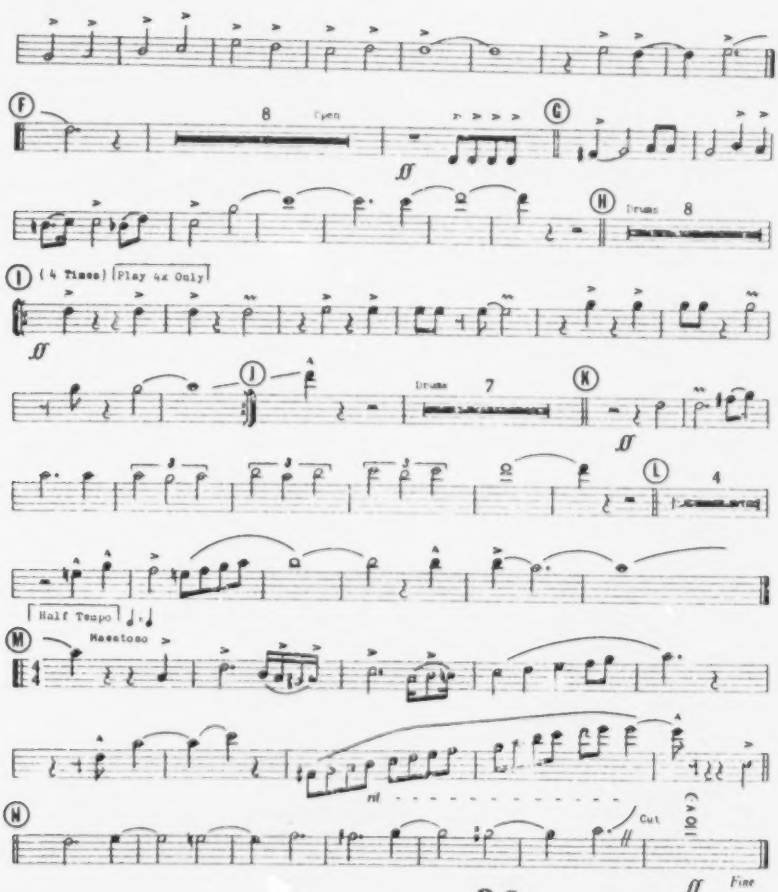
a. Children are to listen to the music and dramatize nursery rhymes.

b. Children are to listen to the music and interpret with body action.

c. Children are to listen to the music and draw a picture.

d. Children are to listen to the music and finger paint.

e. Children are to listen to the music and dance creatively.

Caregiver will collect all of the art work completed and display it on the bulletin board entitled "Everyone is Creative."

ACTIVITY: "I CAN THINK!"

TOPIC: Promoting Thinking Through Word Games

LOCATION: Listening Center

DIRECTIONS:

TEACHER PREPARATION

Caregiver should write or type the following games on large (5x8) index cards.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Caregiver will introduce this game to children by telling them to listen to the question(s) and raise their hands if they know the answer(s): Caregiver will call on children randomly.

Game 1: "I AM THINKING OF A WORD"

a. "I am thinking of something you sit on." (chair)

b. "I am thinking of something you eat on." (plate, table)

c. "I am thinking of something cold you like to eat." (ice cream)

d. "I am thinking of something you do when you are tired." (rest, sleep)

(When the children become very familiar with this type of word game, a child may be selected as the leader).

Game 2: "Guessing Game"

Utilizing the procedures stated above, the caregiver will instruct children to listen to the question and see if they can guess the riddles? Again, recognize children when hand is raised.

a. "It is something that swims in the water." (fish)

b. "It is a toy that bounces." (ball)

c. "It is something sweet and cold." (ice cream)

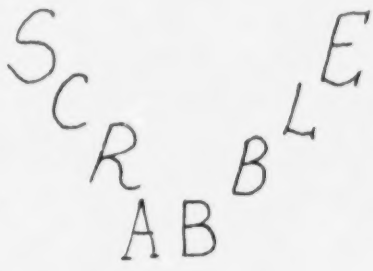
d. "It is something you do in a car." (ride)

e. "It is the color of fire engines." (red)

f. "It is where your family lives." (home, house, apartment, etc.)

g. "It is the color of most bananas when they are ripe." (yellow)

Variation -- Again, when children become very familiar with this type of word game, a child may be selected as the leader.



ACTIVITY: "THINKING AND LEARNING/ DECISION MAKING AND PROBLEM SOLVING"

TOPIC: Personal Skills

LOCATION: Book Center

DIRECTIONS:

TEACHER PREPARATION

Obtained from your school, local or state library the following two books: (a) Thinking and Learning and (b) Decision Making and Problem Solving.

Thinking and Learning helps children to discover the learning and teaching styles that are most helpful in developing their intellectual potential; and Decision Making and Problem Solving explains the processes involved in making intelligent decisions and resolving problems.

Because these books are above the independent (free reading level of the children), but meet the criterion for reading material selected at the instructional level, these books must be read only by the caregiver to the children. Each of the above mentioned self help books speaks directly to children. Additionally, the books' use of simple sentences and carefully selected vocabulary makes the text more suitable for independent reading of children at the elementary reading skill level.

If you desire to purchase these two books, they may be obtained as follows: (a) Thinking and Learning #568BA (Price $6.99) and (b) Decision Making and Problem Solving #560BA (Price $6.99), Living Skill Press, Post Office Box 88, Sebastapol, California 95473, Telephone Number 707/823-5483.

In the event you cannot obtain the suggested titles, select equivalent reference materials and use them as you would other stated reference materials.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use small group time or storytime to introduce the books to the children.

As each book is read, discuss the characters and plots with the children.

As you guide the discussion, to decide whether a response is inhibiting, ask yourself:

-- Do I terminate thought processes by verbally rewarding the pupil's answers...examples: That's right...very good...I don't think so...?
-- Am I going to allow them time and freedom to think and formulate their own ideas?
-- Am I doing the thinking for the children?

As you guide the discussion, to decide whether a response requires low level thinking, ask yourself:

-- Am I looking for a single, correct answer or a single, correct procedure?
-- Am I "helping" the children arrive at the right answer or the one I believe to be right?

As you guide the discussion, to decide whether a response is sustaining or extending, ask yourself:

-- Am I preventing an analysis of the child's idea?
-- Am I asking the children to take risks, extending their thinking to unknown territories?
-- Am I allowing for a wide variety of responses?

ACTIVITY: "CHILDREN FIND SOLUTION FOR MANAGEMENT"

TOPIC: Problem Solving

LOCATION: Discovery Center

DIRECTIONS:

TEACHER PREPARATION

Write the six steps to problem solving on a wall chart and hang it on the wall in the discovery center. Go over the six steps with the children as follows:

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

The caregiver will use "Problem Solving" strategies to handle social and emotional problems such as behavior, routines, personal relationships, interruptions, etc.

Caregivers will review the six steps of problem solving and discuss each procedure:

Step I: Define the Problem - The first step is to help the group understand and agree on the nature of the problem or what the problem is!

Step II: Determine Who Owns The Problem - The second step is to help the group to understand who "owns" the problem. The person(s) who is upset, angry or unhappy "owns" the problem.

Step III: Involve All Concerned People - The third step is to get the group to talk about the problem and chose a more workable solution.

Step IV: Determine Several Alternatives - The fourth step is to guide the group in coming up with several solutions for solving the problem.

Step V: Selecting A Plan - As the group suggest solutions to the problem, the caregiver writes those suggestions on the chalkboard. Following this procedure, the caregiver carefully guides the group in selecting one plan (the best possible) solution for the problem.

Step VI: Establish A Time To See If The Plan Has Worked - Be sure to set up a time and evaluate (talk with the group periodically) about how well the plan is working or if another plan needs to be made.

References:

Goodlad, John. "A Study of Schooling: Some Findings and Hypotheses." Phi Delta Kappa (Mar/April 1983).

McCormack, Alan J. "Teaching Inventiveness." Childhood Education (Mar/April 1984).

Wasserman, Selma, and Meguido Zola. "Promoting Thinking In Your Classroom." Childhood Education (Oct. 1977).

Wasserman, Selma. "Promoting Thinking In Your Classroom II: Inconsistencies Between Means And Ends." Childhood Education (Mar./Apr. 1984).

ACTIVITY: "IT'S GOOD TO BE ME!"

NOTE TO CAREGIVER: The "It's Good To Be Me!" and "Gather All The Facts" Activities are used here as models. The process of introducing the activity to the children and the example questions should be used as guides for sharing any book with the children.

TOPIC: Critical Thinking About Myself

LOCATION: Book/Listening Center

DIRECTIONS:

TEACHER PREPARATION

1. Secure the book, I Like ME! by Nancy Carlson (see appendix) from your public library. If funds are available, purchase the book.

2. Make a cassette tape recording of the story.

3. Make an envelope to house the book and recording:

   Copy the front of the book and color it, as much as possible, like the original cover.

   Glue the copy onto a brown envelope (9"x12").

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use the Reading Circle to introduce the book, I Like ME!, to the children.

Before reading the story, tell the children the book's title; ask them open ended questions to determine what the book could possibly be about.

Examples:

"As we look at the front of the book, who do you think this story will be about?"

"You've heard the title/name of the book. What do you think the story will be about?"

Read the story to the children.

Ask them the "W" questions (who, what, when, why, and sometimes how).

Ask questions which will make them understand that it is good to like oneself.

Examples:

"If you become your own best friend, what happens to the best friend you already have?" Nothing, you still have her/him. You can have more than one best friend.

"Sometimes you don't have anyone to play with you. What are some of the things you can do with yourself as your best friend?" You could serve tea to your dolls. You could push your truck. You could sing a song. You could look at a book. (Caregiver: Make sure to ask questions of both sexes and some questions which are unisexual).

Tell the children that a tape recording of the story and a copy of the book can be found in the Listening Center.

SETTING UP THE ACTIVITY IN THE CENTER

Place the book and the cassette into the envelope. Place them near the cassette player in the Listening Center.

RELATED CENTER ACTIVITY:

Discovery Center: Children can be encouraged to draw and color themselves depicted in activities where they are their own best friends.

The pictures can be combined to make an "I Like Me" collage.

ACTIVITY: "GATHER ALL THE FACTS"

TOPIC: Logical Thinking

LOCATION: Book/Listening Center

DIRECTIONS:

TEACHER PREPARATION

1. Secure the book, Who Sank the Boat by Pamela Allen (see appendix) from the public library. If funds are available, purchase the book.

2. Make a cassette recording of the book.

3. Make an envelope for the book. Follow the directions in the "It's Good To Be Me!" Activity (Teacher Preparation, #3).

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use the reading circle to introduce the book, Who Sank the Boat?

Tell the children the title of the book and let them look at the front cover.

Ask open ended questions to determine what the book may be about:

Examples:

"After hearing the title, what do you think this story is going to be about?"

"What do you see in the picture on the cover?"

"Which of these animals do you think sank the boat?"

"Why?"

Read the story to the children.

Ask them the "W" questions (who, what, when, why, and sometimes how).

Ask them open ended questions to show how important it is to gather all the facts about a situation before making a conclusion.

Examples:

"After hearing the story, which animal made the boat sink?"

"Before you read the story, which animal did you think was going to sink the boat?"

"Why did you choose this animal?"

"How did you feel as each animal got in the boat?"

"Why were you surprised when the mouse caused the boat to sink?"

"What should we always do before we make a decision or draw a conclusion?" Gather all the facts.

SETTING UP THE ACTIVITY IN THE CENTER

Put the book and the cassette in the envelope. Place the envelope near the cassette player in the Listening Center.

ACTIVITY: "I CAN DECIDE FOR MYSELF"

TOPIC: Decision Making

LOCATION: Language Arts Center

DIRECTIONS:

TEACHER PREPARATION

1. Order the "Drugs: A Deadly Game" information packet from the Boy Scouts of America (Magazine Division, 1325 Walnut Hill Lane, Post Office Box 152079, Irving, Texas 75015-2079).

2. Familiarize yourself with the "Three Steps To Say No" found on the back cover of the pamphlet, Drugs: A Deadly Game.

3. Secure blank cassette tapes and tape recorder.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use small group discussions to introduce the "Three Steps To Say No" to the children.

Remind the children that sometimes they do things because their friends suggest them.

Use the three steps to help children (1) determine if the friend's suggestion is wrong; (2) to say "No thanks," if it is wrong; and (3) to offer another suggestion which is not wrong.

Tell the children that they can go to the Language Arts Center and tape themselves saying, "No thanks" and reasons why they said no.

SETTING UP THE ACTIVITY IN THE CENTER

Place the cassette tape recorder and blank cassettes in the Language Arts Center

Encourage the children, either separately or in groups, to record themselves saying, "No thanks" and giving reasons why they said no.

Remind the children not to rewind the tapes because to do so might erase someone's message.

The tapes can be played for the whole group and the messages can be discussed.

"JUST SAY NO"

ACTIVITY: "I CAN CHOOSE THE GOOD THINGS"

TOPIC: Problem Solving

LOCATION: Health Center

DIRECTIONS:

TEACHER PREPARATION

Reproduce the "Choose Good Things" Activity Sheet (see appendix) for the children.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use small groups to discuss the difference between what's good for you and what's bad for you.

Ask the children open ended questions to help them understand that they sometimes must decide what's good or bad for them.

Examples:

"What should you do if you found a pack of cigarettes on the sidewalk or on the playground?"

"Why would it be bad if you played with the cigarettes?"

"How do you know if something is good for you?"

Introduce the "Choose Good Things" Activity Sheet. Tell them that the sheets can be found in the Health Center.

SETTING UP THE ACTIVITY IN THE CENTER

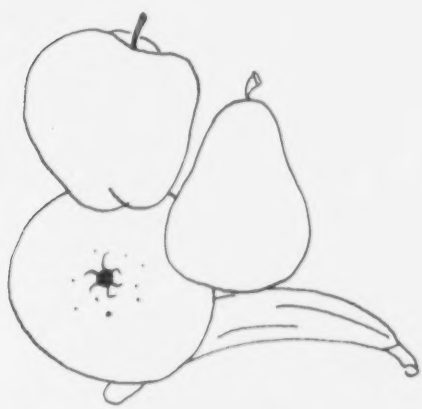
Place the "Choose Good Things" Activity Sheets and appropriate coloring medium in a place in the Health Center which will accommodate the children's coloring.

Tell the children that they can color only the pictures of the things good to eat.

BAD THINGS

GOOD THINGS

FRUITS



ACTIVITY: "I CAN SAY NO!"

TOPIC: Thinking Critically

LOCATION: Listening Center

DIRECTIONS:

TEACHER PREPARATION

Tape the monologue for this activity (see end of activity).

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use small groups to discuss situations where a child would have to say NO!

Use open ended questions to guide children in understanding what they must do in these situations.

Examples:

"What would you do if a stranger offered you candy?"

"What would you do if someone you didn't know offered you a ride in his/her shiny new car?"

Tell the children that there is an activity in the Listening Center where they can draw themselves saying NO!

SETTING UP THE ACTIVITY IN THE CENTER

Place the cassette in the tape recorder in the Listening Center. Newsprint or other type of paper and appropriate coloring medium(s) should be placed near the recorder.

Tell the children, that as they listen to the tape, they can draw pictures of themselves saying NO!

MONOLOGUES FOR THE "I CAN SAY NO!" ACTIVITY

MONOLOGUE #1:

Your mom has left you with the grocery cart in front of the grocery store. She has gone to get the car. While she is gone, a stranger -- a person you don't know -- offers you a stick of chewing gum.

Draw and color yourself saying NO!

MONOLOGUE #2:

You and two of your friends are playing on the playground near your house. Your mom is at home. While your friends and you are playing, a stranger -- a person you don't know -- comes up to you and offers you a ride in his new car.

Draw and color you and your friends saying NO!

Evaluation

The evaluation for UNIT ONE "Teaching For Thinking" will be threefold. First, an assessment will be made of the caregivers' interactive style which include the completion of the 11 items on the Worksheet - Teaching for Thinking. Secondly, an assessment will be made of the children's cognitive understanding of drugs. Please note that both of these items are cited and clearly spelled out in the first activity in this unit. Be sure to follow directions and send your sample tape, worksheet, and summary of children's cognitive understanding of drugs to Delowe Corporation by December 31, 1989.

Thirdly, observations will be the modus operandi that the caregiver will employ to assess the objectives as stated at the beginning of this unit. You would want to observe the growth and development of the children to what extent, if any:

1. Has there been an increase in children's thinking ability?
2. Has higher order cognitive functioning improved?
3. Are children more creative and imaginative?
4. Has there been an increase in problem solving skills?
5. Are children better able to make decisions and to make better choices?
6. Do they manage themselves better?
7. Are they more independent thinkers?
8. Are they expressing their creative ability and talent more?

CHILDREN'S BOOKS FOR UNIT ONE

Fritz, Jean. The Good Giants and the Bad Pukwudgies. G.P. Putnam's Sons, 200 Madison Avenue, New York, NY 10016. 1982.

Kherdian, David, Nonny Hogrogian. The Animal. Alfred A. Knopf, New York. 1984

Alexander, Martha. We're in Big Trouble, Blackboard Bear. The Dial Press, 1 Dag Hammarskjold Plaza, New York, NY 10017. 1980.

Keats, Ezra Jack. Skates. Franklin Watts, Inc., New York. 1973.

Carlson, Nancy. I Like Me! Viking Penguin Inc., 40 West 23rd Street, New York, New York 10010. 1988.

Allen, Pamela. Who Sank the Boat? Coward-McCann, Inc. New York. 1983.

Adoff, Arnold. Black is Brown is Tan. Harper and Row, Publishers, New York. 1973.

REFERENCES FOR UNIT ONE

Goodlad, John. "A Study of Schooling: Some Findings and Hypotheses." Phi Delta Kappan (Mar./Apr. 1983).

McCormack, Alan J. "Teaching Inventiveness," Childhood Education (Mar./Apr. 1984).

Wassermann, Selma, and Meguido, Zola. "Promoting Thinking in Your Classroom," Childhood Education (Oct. 1977).

Wassermann, Selma. "Promoting Thinking in Your Classroom II: Inconsistencies Between Means and Ends," Childhood Education (Mar./Apr. 1984).

BEST COPY AVAILABLE

UNIT TWO

HEALTHY MINDS/HEALTHY BODIES

This curriculum unit is designed to help preschool students value and appreciate their bodies by providing a collection of activities to introduce, reinforce and master good mental and physical health and safety practices.

Health is defined by the World Health Organization as "...a state of complete physical, mental, and social well being and not merely the absence of disease or infirmity." (Jacobs et. al 1988) This total state of wellness is affected by the interrelationships between each area of a person's development -- social, mental, emotional, physical, cognitive and spiritual.

Children's health is constantly changing, particularly during their early years. It is therefore, imperative that they know good preventive health care from an early age. The goal of preventive care is to keep children well, rather than to treat them after they become ill.

OBJECTIVES FOR THE "HEALTHY MINDS/HEALTHY BODIES" UNIT:

The children will:

-- know the importance of the physical body and how the body functions;

-- practice proper health habits;

-- have a positive mental outlook that meets life with confidence;

-- know the effects of varying abusive substances on the body;

-- know that abusive substances can be destructive;

-- develop different kinds of body relaxations;

-- know how feelings affect health; and

-- keep their bodies safe.

ACTIVITIES FOR THE "HEALTHY MINDS/HEALTHY BODIES" UNIT:

The activities which follow will provide an eclectic approach to achieve the unit objectives.

Teacher Preparations for the Unit

1. Utilize Small Group and Direct Instruction

   a. Review the objectives for the unit.
   b. Lead class discussion on the materials outlined in the unit.

2. Teacher introduces each activity to the children.

ACTIVITY: "WHO ARE YOUR COMMUNITY HELPERS?"

TOPIC: Safety

LOCATION: Book Center

DIRECTIONS:

TEACHER PREPARATION:

Check your public library for the books identified in the references and the children's books for this unit. If these particular titles are unavailable, select others which will be appropriate.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use the reading circle to introduce the books and the unit on Community Helpers to the children.

As each book is read, discuss the characters and plots of the books with the children.

Ask the children the "W" questions (who, what, when, why... and sometimes how).

Encourage children to discuss the parallel helpers in their own communities or neighborhoods.

SETTING UP THE ACTIVITY IN THE CENTER:

Display the books in the book center.

Allow a different child to choose an appropriate book from the center until all of the Community Helpers have been introduced and discussed.

RELATED CENTER ACTIVITIES

Art Center:

"My Community Helpers and My Collage"

Provide each child with a large sheet of newsprint and a coloring medium (crayons, markers, water colors, acrylic paints, etc.).

Each child draws and colors a picture of him/herself in a scene with a community worker. Each child's picture becomes a part of a collage entitled, "Our Community Workers."

The collage should be displayed in any center with a "Community Helpers" activity.

ACTIVITY: "KNOW YOUR COMMUNITY HELPERS"

TOPIC: Safety

LOCATION: Manipulative/Block Center

DIRECTIONS:

Note: This activity should be used to reinforce for the children the identities and roles of community helpers.

The Community Helpers should be introduced one by one.

It is suggested that the helper most familiar to the children be introduced first. For most preschoolers, the community policeman is a familiar helper.

In this activity, the policeman has been used as an example, but each of the workers should be used, one by one, until all have been introduced.

DIRECTIONS: Use "The Community Helpers" activity written for the "Book Center" to introduce each of these helpers.

TEACHER PREPARATION

1. Read the book, I Want To Be A Policeman, (Carla Greene, Children's Press, Chicago, IL, 1958), aloud to the children.

2. Discuss the story with the children by asking open-ended questions such as:

   Why did Jack need help?

   When did Jack say he wanted to be a policeman?

   What are some of the things you have to do if you want to become a policeman?

3. Copy the appropriate page (the policeman), from the "Community Helpers" Activity page, (see appendix) for each of the children.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

After the discussion regarding the community policeman, give each child a copy of the picture to be colored (encourage the children to use the appropriate colors for the uniform).

Use either wooden puzzle pieces or wooden block replicas, introduce the "Community Helpers" (usually housed in the manipulative/block center(s), to the children.

Have a child identify the problem.

SETTING UP THE ACTIVITY IN THE CENTER

(This activity should not be introduced until all of the community helpers have been discussed).

The wooden "Community Helpers" manipulatives should be mixed in with the rest of the blocks/puzzles.

The children should sort through the pieces, separating and collecting the helpers.

The children should manipulate and examine the pieces. They should be encouraged to discuss the identities and roles of the helpers with each other.

RELATED CENTER ACTIVITIES

Discovery Center: "Now, Listen To Us"

Let the children tape their conversations about the community helpers and share them with the entire class at a later time.

ACTIVITY: "PEOPLE WHO RESCUE US"

TOPIC: Safety

LOCATION: Discovery Center

DIRECTIONS:

TEACHER PREPARATION

1. Purchase a pocket chart or construct one by gluing oaktag pockets to a colored poster board.

2. Collect pictures depicting varying unsafe situations (a fire, an accident, approach of a stranger, etc.).

3. Collect pictures of the "People Who Rescue Us" from these unsafe situations.

4. Glue a picture of an unsafe situation above each of the pockets on the chart.

5. Place the pictures of the "People Who Rescue Us" in an envelope beneath the chart.

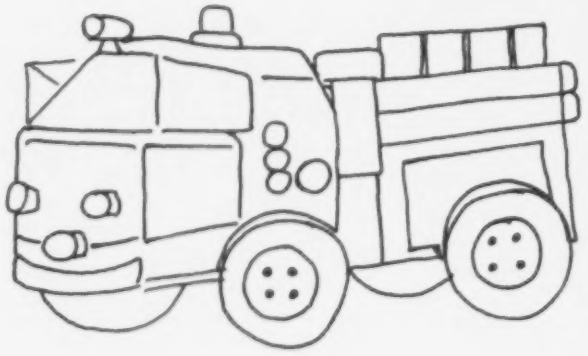
TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In a small group setting discuss with the children typical unsafe situations and identify those "People Who Rescue Us" (fire, illness, accidents, etc.) from them. Include open ended questions ("Can you tell me what is happening in this picture?" If you were in this situation, who would help you," etc.) in the discussion. Introduce the "People Who Rescue Us" chart and demonstrate how the rescuer should be matched to the unsafe situation.

SETTING UP THE ACTIVITY IN THE CENTER

The "People Who Rescue Us" chart should be displayed on a wall or a bulletin board in the Discovery Center. The envelope containing the rescuers should be housed with the chart.

Allow children to manipulate, sort, and select the varying rescuers and match them to the unsafe situations.



ACTIVITY: "GOOD CARE MAKE GOOD TEETH"

TOPIC: Health

LOCATION: Science Center

DIRECTIONS:

TEACHER PREPARATION:

1. Request models of teeth from the local dentists and health department. (See the yellow pages in the phone book.)

2. Secure varying tooth care items such as toothbrushes (different looking ones), dental floss, toothpaste, tooth powder, mouth wash, etc. (Use empty dental floss and mouth wash containers and empty toothpaste boxes).

3. Request tooth care kits and pictures of healthy teeth from the local dentists or the local health department for all of the children.

4. Cut smiles from faces of magazine pictures. Glue to 8 1/2 x 11 construction paper.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In small groups demonstrate proper brushing techniques using the models and toothbrushes.

Discuss and demonstrate (using your own tooth brush) the adequate amount of toothpaste.

Discuss the varying tooth care items and their use (dental floss, tooth paste, etc.).

Demonstrate proper brushing techniques using your own teeth.

Give each child a tooth brush kit.

Tell the children that the models and other tooth care items will be placed in the Science Center for their inspection.

Remind the children to be careful when handling the models because they break easily.

SETTING UP THE ACTIVITY IN THE CENTER

Put the tooth care items in an appropriate area of the Science Center where they are easily available for the children's inspection.

Display nice pretty teeth pictures around center.

Encourage the children to handle the models and pantomime proper brushing techniques. (Dolls and stuffed toys can also be used for models for the children to practice their brushing techniques.)

RELATED CENTER ACTIVITIES

Art Center:

Let children cut pictures of tooth care products from magazines.

Individual pictures can be glued together on a larger piece of paper to make a larger picture (a collage).

ACTIVITY: "POOR CARE, POOR TEETH"

TOPIC: Health

LOCATION: Health Center

DIRECTIONS:

TEACHER PREPARATION

Duplicate the "See the Rotten Teeth" coloring page.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

When the children are in the small group health discussions, introduce the "See the Rotten Teeth" coloring page.

Tell the children that copies of the page have been left in the Health Center.

SETTING UP THE ACTIVITY IN THE CENTER

Choose an appropriate area in the Health Center and put some tooth care posters on the wall.

The area should be large enough to accommodate the coloring activity.

Display the coloring pages and provide appropriate coloring medium(s) (crayons, markers, watercolors, acrylics, etc.).

Children should be encouraged to color the "cavities" on the pictures black.

NOTE: As they color the pictures, encourage the children to talk about what caused the cavities and what could have been done to prevent the cavities.

Allow them to tape their conversations.

ACTIVITY: "THERE ARE 4 FOOD GROUPS"

TOPIC: Health

LOCATION: Health Center

DIRECTIONS:

TEACHER PREPARATION

1. Design a "4 Food Groups" Activity Sheet for the children:

   Divide an 8 1/2" x 11" sheet of paper into fourths. Write the heading on top of the page --

   THE 4 FOOD GROUPS

   Write the name of one of the food groups (Bread/Cereals/ Grains, Dairy, Fruit/ Vegetables, and Meat/Protein in each of the quarters. Draw one representative for each of the groups in the appropriate quarter.

2. Reproduce the "4 Food Groups" Activity Sheet.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use the whole class to introduce the 4 Food Groups to the children. Use one of the 4 Food Groups' Charts identified in the Appendix.

Ask children open ended questions about their experience with each of the food groups. Questions like:

"What did we have for lunch from the dairy group?"

"If we were eating pound cake, what food group would we be using?"

Tell the children that they will make 4 Food Groups Pictures.

SETTING UP THE ACTIVITY IN THE CENTER

Place the "4 Food Groups" Activity Sheets in the Health Center. Provide appropriate drawing and coloring medium(s). Adequate space should be allowed for drawing and coloring.

Tell children they are to draw pictures of varying foods in their proper categories.

CARROTS

APPLES

ACTIVITY "SEE THE BASIC FOODS"

TOPIC: Health

LOCATION: Health Center

DIRECTIONS:

NOTE TO CAREGIVER: This activity should not be used prior to the "There Are 4 Food Groups" Activity.

TEACHER PREPARATION

1. Collect old magazines such as Family Circle, Good Housekeeping, Children, and Parents. (Have children bring them from home).

2. Cut out pictures of food representing any of the 4 Food Groups (bread/cereal/grains, dairy, meat/protein, and fruit/vegetable.

3. Reproduce the "4 Food Groups" Activity Sheet designed for the "There Are 4 Food Groups" Activity.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

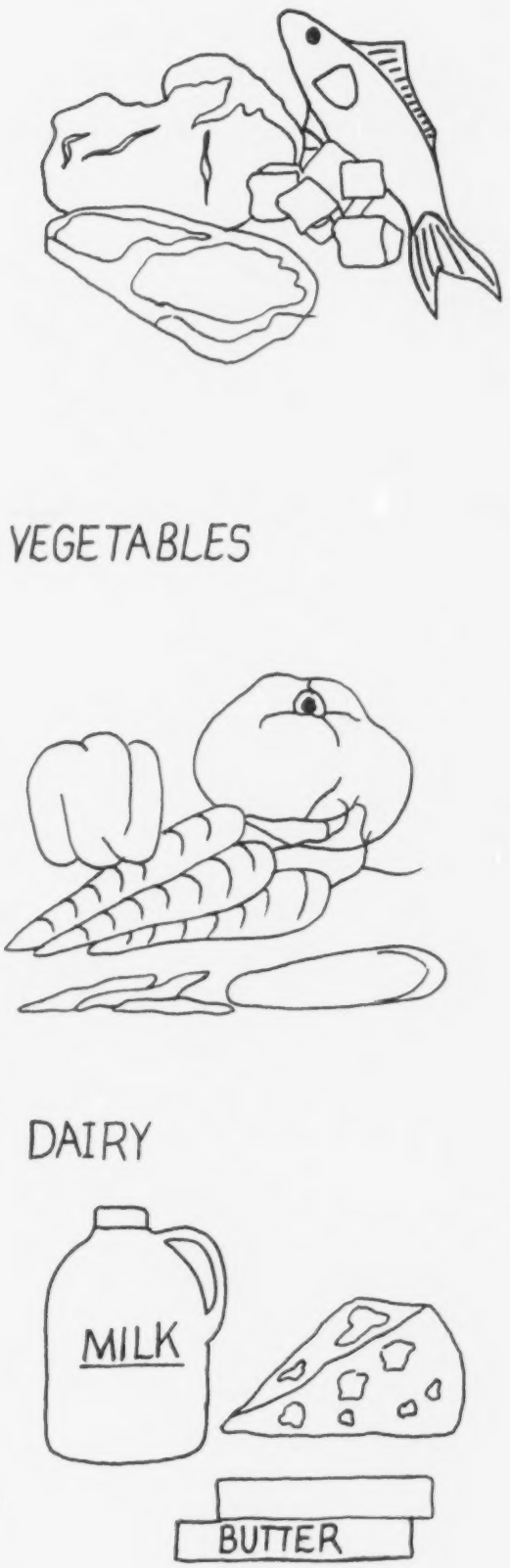
Use small group discussions and remind the children of the previous 4 Food Groups Activity.

Ask open ended questions until all of the food groups and sample foods have been identified. ("What is your favorite food?" "Which of the Food Groups does your favorite food belong to?")

SETTING UP THE ACTIVITY IN THE CENTER

Place the cut out pictures of the different foods where they can be easily reached in the Health Center. Provide the "4 Food Groups" Activity Sheets and glue.

Children should be told to glue foods from varying food groups under the proper headings.



ACTIVITY: "EAT A HEALTHY SNACK"

TOPIC: Health

LOCATION: Cooking Center

DIRECTIONS:

TEACHER PREPARATION

1. Plan a healthy, nutritional snack (a suggested recipe follows) for the class to prepare.

2. On the day before the snack is to be prepared, take a small group of students to the supermarket to buy the food.

3. Cut the celery and carrots into "sticks" (see the recipe below).

4. Reproduce the "Recipe Card" Activity Sheet.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Using the whole class, tell the children that they will be preparing a Healthy Snack.

Tell them that the activity will require that they work in small groups.

Discuss the step-by-step procedures (outlined in the recipe) for preparing the snack.

Divide the children into small groups (no more than 4 members per group).

SETTING UP THE ACTIVITY IN THE CENTER

Organize the ingredients on a table in the Cooking Center.

Display the "Recipe Card" where it will be easily visible to the participants.

Each group of children will make their own spread.

"Veggies and Spread" Recipe

Ingredients:

1 small (4 oz.) package of cream cheese

1 teaspoon dehydrated onions

1 teaspoon dehydrated garlic

1/2 teaspoon dehydrated green pepper

1/2 teaspoon dehydrated parsley

A sprinkle of paprika (optional)

celery sticks

carrot sticks

saltines/crackers

Directions:

Cream cheese should be left at room temperature for approximately one hour prior to mixing.

Stir and mix all the ingredients except the carrots, celery, and crackers into the cream cheese.

Allow approximately one and a half hours for ingredients to "blend" (1 1/4 hours in refrigerator, 1/4 hour at room temperature).

Dip the veggies into the mixture and spread it on the crackers.

Eat and enjoy!!

RECIPE VARIATION

Use raisins and dried apples instead of the onions and garlic.

Use chopped nuts instead of the peppers and parsley.

Omit the paprika and use a sprinkle of cinnamon.

ACTIVITY: "MEET MR. YUK"

TOPIC: Substance Abuse

LOCATION: Science Center

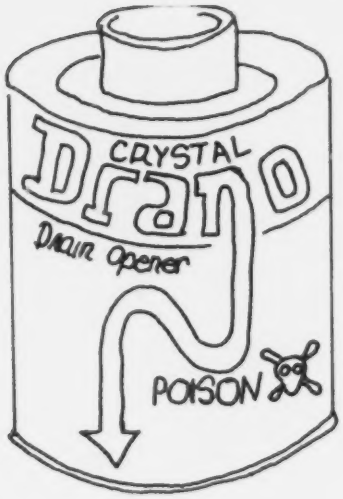
DIRECTIONS:

TEACHER PREPARATION

1. Duplicate enough copies of Mr. Yuk (see appendix) for the children and display posters.

2. Make several posters of Mr. Yuk to display around the classroom. To make a poster, color the symbol and glue onto a piece of oaktag, leaving at least a 1/4 border of oaktag. Color the oaktag border.

3. Display the posters around the classroom, particularly in the Manipulative Center.



4. Call the Poison Information Control Center (1-800-922-1177) and request a representative to discuss "Mr. Yuk" with the children.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Have the Poison Control representatives come in and discuss "Mr. Yuk."

Point out, to the children, the Mr. Yuk symbols displayed around the classroom.

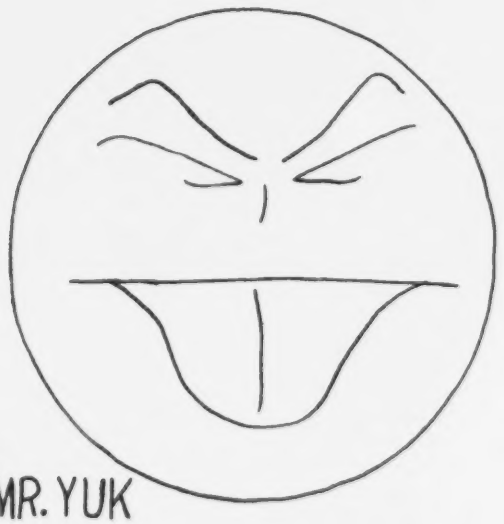
Tell the children that they will find copies of this symbol in the Science Center where they will be able to color them and save them to be used in a special activity later on.

SETTING UP THE ACTIVITY CENTER

Display the Mr. Yuk Posters in the Science Center. Also display the materials from the Poison Control Center.

Demonstrate how the posters are made, following the instructions in the Teacher Preparations section.

Allow the children to make Mr. Yuk posters.



ACTIVITY: "DO THE RIGHT THING -- MAKE UP YOUR OWN MIND"

TOPIC: Substance Abuse

LOCATION: Manipulative Center

DIRECTIONS:

TEACHER PREPARATION

1. During the small group discussions, demonstrate sequence puzzles (e.g., small to large, short to tall, plant seed, water, small plant, mature plant, etc.).

2. Allow opportunities for the children to practice putting puzzle pieces in correct sequential order.

3. Use the "Who To Tell" unit to help children understand the concept of 'peer pressure.' The same unit should be used to establish a procedure to be followed when the children are confronted with unsafe peer pressure.

4. Duplicate the coloring book pages "Do The Right Thing -- Make Up Your Own Mind".

5. Acquire one 8 1/2 x 11 sheet of construction paper for each child.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Have individual children take turns putting together sequential puzzles in large groups. Tell them that they will be able to make their own puzzles.

Tell the children that materials have been left in the Art Center for their own sequence puzzles.

Use one of the sample pages to demonstrate how pictures should be cut part. Once they are apart, they should be put in sequential order. Demonstrate further how the properly sequenced pictures should be glued, in the correct order, to the sheets of construction paper.

SETTING UP THE ACTIVITY IN THE CENTER

The coloring pages for this activity should be placed in an easily accessible place in the Art Center where the children have the freedom to color, cut, and paste their pieces.

ACTIVITY: "CLAY SCULPTURE"

TOPIC: Substance Abuse

LOCATION: Manipulative Center

DIRECTIONS:

TEACHER PREPARATION

1. Display the Mr. Yuk posters designed in the Science activity ("Meet Mr. Yuk") in the Manipulative Center.

2. Designate an area to be used for the clay work (a smooth laminated table, which can be washed with soap and water, works well) near the display of the No Smoking Symbols.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

This activity can be a follow-up activity to "Meet Mr. Yuk," designed for the Science Center.

In a large group activity, let the child color the No Smoking Symbol.

Remind the children that a "Mr. Yuk" symbol is displayed in the Manipulative Center.

Tell them that they may construct their own "Mr. Yuk" from the modeling clay found in the Manipulative Center.

SETTING UP THE ACTIVITY IN THE CENTER

Arrange piles of clay and cardboard squares in the designated clay area.

Encourage the children to form clay sculptures of the "Mr. Yuk" on the squares of cardboard.

Completed sculptures should be displayed around the classroom.

RELATED CENTER ACTIVITIES

Discovery Center:

Follow directions for previous activity. Use plaster of paris or paper mache instead of modeling clay.

ACTIVITY: "EAT RAW"

TOPIC: Health (Tooth Care)

LOCATION: Cooking Center

DIRECTIONS:

TEACHER PREPARATION

NOTE: This activity should be used after the "Good Care Make Good Teeth" and "The Basic Food Groups" activities.

In a large group discussion, refer children to the "Four Food Groups Wall Chart" and discuss the fruits and vegetables sections. Remind them of how cavities and plaque form on the teeth discussed in the "Good Care Make Good Teeth" activity.

Purchase and prepare, to be eaten raw, several compatible fruits/ vegetables which could be eaten raw to aid in the prevention of plaque and gum disease (broccoli, cauliflower, carrots, and celery or apples and pears).

Purchase ingredients for one or two sour cream dips (onion soup or other dried soup mix added to sour cream, etc.).

SETTING UP THE ACTIVITY IN THE CENTER

Organize the prepared raw fruits or vegetables so that children will be able to serve themselves.

Supervise the children's mixture of the ingredients to make the dip(s) for the vegetables.

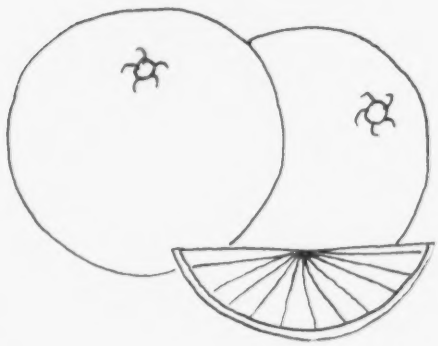
The children should serve themselves fruits/vegetables and dip.

RELATED CENTER ACTIVITY

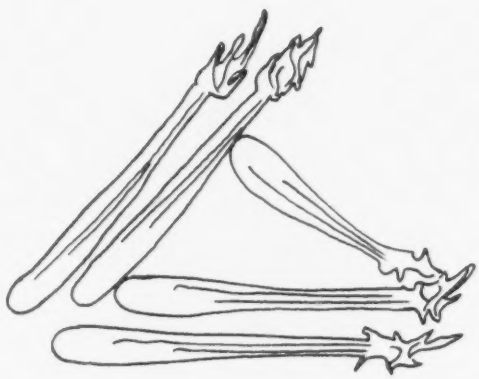
Health Center:

Let the children cut "raw foods" from construction paper. These foods could be cut out and glued to large pieces of oaktag to make a "Raw Foods Collage."

ORANGES



CELERY



ACTIVITY: "WE KNOW MR. YUK"

TOPIC: Safety

LOCATION: Dramatic Play Center

DIRECTIONS:

TEACHER PREPARATION

Have each child bring a large, brown grocery bag from home.

Use the "Mr. Yuk" symbols, which the children colored in the "Meet Mr. Yuk" activity.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Tell the children that they're going to be in a play about Mr. Yuk.

Before the play can start, though, they must make their costumes.

In small groups let the children glue the Mr. Yuk posters to the front of their brown paper grocery bags.

Help the children cut places for their heads and arms in the brown paper bags.

SETTING UP THE ACTIVITY IN THE CENTER

Store the Mr. Yuk costumes in the Dramatic Play Center.

Allow the children to "act out" what Mr. Yuk might say to a boy or girl who was messing around with something with the Mr. Yuk symbol on it.

Videotape the "acting out" to be played at a parents' meeting.

ACTIVITY: "THESE MAKE THE BODY WORK"

TOPIC: Health

LOCATION: Science Center

DIRECTIONS:

TEACHER PREPARATIONS

1. Make the "Illustration of a Child" poster.

2. Glue velcro strips in the appropriate places.

3. Make the "We Make the Body Work" parts by following these instructions:

   -- duplicate the appropriate patterns (see appendix);

   -- glue patterns on oaktag backing, cut out;

   -- laminate; and

   -- glue small velcro strips on the backs of each of the patterns.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In small groups, use a body model to show the students where the lungs, heart, brain, stomach, and liver (those organs most affected by substance abuse) are.

Discuss these parts and what their basic functions are.

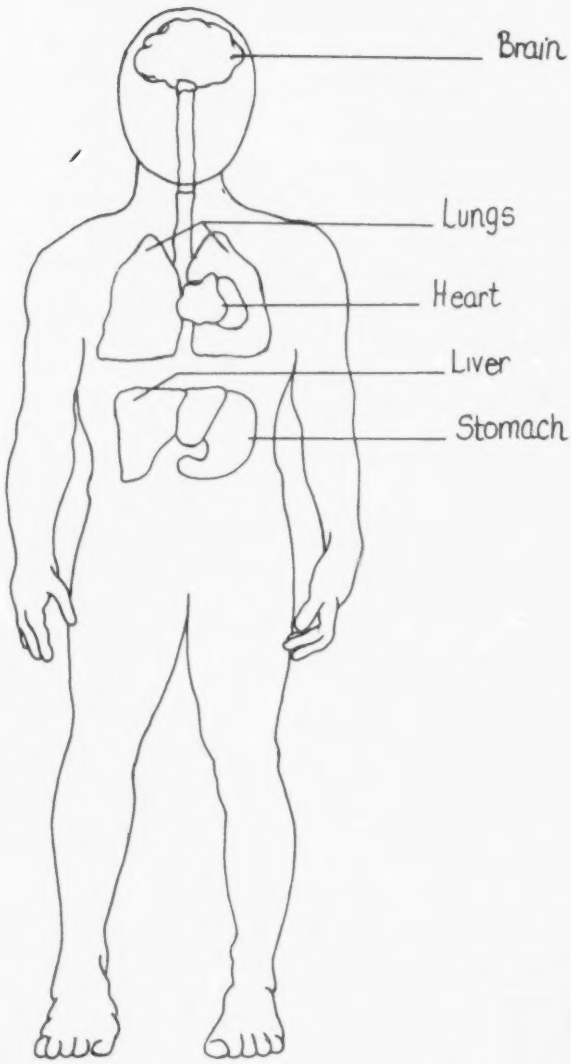
SETTING UP THE ACTIVITY IN THE CENTER

Display the "Illustration of a Child" poster in the Science Center.

Place the laminated "We Make the Body Work" pieces in an envelope.

The envelope should be placed near the poster.

Children should attach the pattern pieces to their appropriate places on the illustration.



ACTIVITY: "BODY RELAXATION"

TOPIC: Health

LOCATION: Dramatic Play Center

DIRECTIONS:

TEACHER PREPARATION

1. Review Curriculum for Preschoolers on Stress Education.

2. Have an active exercise time each day. Include warm up, slow stretches, vigorous sustained exercise, and a cool down.

3. Have a relaxation time each day, or perhaps more than one. Part of it should be relaxation exercises such as deep breathing and head rolls.

4. Have a rest time each day, appropriate to your program and the children's ages.

TEACHER INTRODUCES A RELAXATION ACTIVITY TO THE CHILDREN

Introduce deep breathing exercises.

Teacher discusses Yoga exercises with the children.

Teach the three basic Yoga rules:

a. go slowly;

b. breathe slowly through your nose; and

c. never stretch yourself so far that it hurts.

SETTING UP THE ACTIVITY IN THE CENTER

Have the children stand up in an area of the room that is quiet and spacious so that each child has his own space without touching another child.

Follow the "How To Do It" step-by-step directions for the Yoga exercises:

a. Rooster;

b. Monkey; and

c. Indian Style Positions.

Repeat the three basic Yoga rules and have children practice each exercise several times.

RELATED CENTER ACTIVITIES

Dramatic Play Center:

Use puppets with children to act out exercises.

Have children to dramatize the Yoga exercises in dramatic play.

Art Center:

Color pictures of animals in Yoga positions.

Science Center:

Have children listen to and feel their heart beats before and after exercise. Maintain a record over a period of several days.

Manipulative Center:

Have children cut out pictures from old magazines of people doing exercises.

ACTIVITY: "The NECESSARY NUTRIENTS"

TOPIC: Health

LOCATION: Health Center

DIRECTIONS:

TEACHER PREPARATION

Check with your school or public library for the book Nutrition and Health Care, by Jim Berry or select another equivalent book which describes the necessary nutrients that the body needs. (If you would rather purchase the reference cited above, the source is: Nutrition and Health by Jim Berry, #559BA, Living Skills Press, Post Office Box 88, Sebastopol, California 95474 (price $6.99), 707/823-5483.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

At circle or large group time read the book to the children. Carefully point out that if we are going to have health bodies...we will need to have an amply supply of nutrients: (a) carbohydrates; (b) fats; (c) vitamins; (d) minerals; and (e) water.

Explain to the children that the body needs all of these nutrients and utilizes them in different ways. Moreover, as they grow the body will need more and more of these nutrients for growth and maintenance of good health.

Give children examples and show models of nutrients:

a. carbohydrates - cakes, cookies, candies, and pies.

b. fats - fried chicken, fried potatoes, margarine, butter, beans, and hot dogs.

CARROTS

c. proteins - poultry, fish, beef, pork, veal, eggs, milk, and dairy products.

d. vitamins - fat vitamins are A, D, E, and K and the water vitamins are B and C.

e. Minerals are calcium (milk) and iron (liver).

Let children cut out picture of foods from each group: (a) carbohydrates; (b) fats; (c) proteins; (d) vitamins; and (e) minerals. Label each heading at the top of a sheet of construction or poster board. When children complete all pages put them together in a booklet and let each child create a title for his book.

Teach children to recognize the terms carbohydrates, fats, proteins, vitamins, minerals, and nutrients from their shapes. This methodology is called recognizing words through configuration clues. Research supports that young children often learn more difficult terms by employing this technique than they do in learning some of the more basic sight words which are considered easier.

ACTIVITY: "FIRE SAFETY: STOP, DROP AND ROLL"

TOPIC: Safety

LOCATION: Dramatic Play

DIRECTIONS:

TEACHER PREPARATION

Caregiver should prepare a chart on what to do if your clothes catch on fire! Example:

IF YOUR CLOTHES CATCH ON FIRE.....
STOP
DROP
ROLL

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In a small group, caregiver discuss what children should do if their clothes catch on fire.

Have children memorize the three safety rules...A-STOP...B-DROP... C-ROLL.

Explain what children should do to apply the A, B, and C safety rules.

a. STOP...Do Not Run! (Running makes the fire burn faster).

b. DROP...Drop To The Ground Immediately! Cover your face with your hands.

c. ROLL...Roll over slowly on the ground or wrap a coat or blanket around you to put out the fire.

Have children role play and demonstrate the three procedures to use if their clothes catch on fire.

ACTIVITY: "DANGER SIGNS AROUND US"

TOPIC: Safety

LOCATION: Listen Center

DIRECTIONS:

TEACHER PREPARATION

Teacher should make a tape recording of various danger signs such as a fire bell, police and ambulance sirens, whistle of policeman directing traffic. etc.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

After children have selected the center of interest for work time, the teacher will go to the listening center and explain that there are a number of danger signs on the tape recorder. Children are to listen carefully as each danger sign is played and see if they can identify the sign.

Children are to hold up their right hand when they recognize the danger sign.

Caregiver should encourage children to discuss other safety procedures and behaviors that should be displayed whenever we hear the various danger sounds. For example, What should you do when you hear a fire bell???, etc.

ACTIVITY: "FIRE SAFETY FOR SCHOOL AND HOME"

TOPIC: Safety

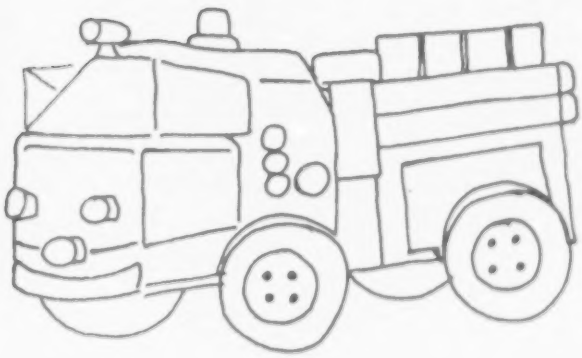
LOCATION: Discovery Center

DIRECTIONS:

TEACHER PREPARATION

Caregiver should prepare a chart carefully pointing out correct safety procedures for children to use in case of a fire. Attention should be paid to the access route children should use from the classroom to the outside of the building in an emergency.

Sample Chart Items:



IF A FIRE BREAKS OUT...YOU SHOULD!

1. Get out of the building as quickly as possible!
2. Crawl or walk out of the building -- staying close to the floor!
3. If there is smoke and water is close by, dampen a cloth of some kind and place it over your nose and mouth loosely.
4. DO NOT PANIC...Think Clearly and Act Appropriately.
5. Report to the central meeting place outside of the building, to be counted! (Each caregiver should designate a central meeting place for her/his group outside of the building).

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In small group or during circle time the teacher discusses the proper procedures for children to use in case of a fire. Caregiver should also explain that fire destroys one home each minute of every day, 365 days a year and more than 18 people die each day from fires in their homes. Therefore, if a fire should break out in our school or home, we must know what to do!

Caregiver should go over each item on the chart...Ask the children to discuss the "W" questions (who, why, when, where, and sometimes how).

Caregiver should lead children into practice of leaving the classroom for fire drill and meeting at a central meeting place outside of the building. Be sure to have class line up and walk or crawl from room -- hands ready to protect themselves from falls, eyes and ears alert to warning from teachers or fireman. Be sure to agree on a meeting place where everyone can assemble and be counted outside the building.

Caregiver should share the safety rules with parents and ask them to work out a plan for their child or children to exit the home in case of fire. Additionally, suggest to parents the importance of practicing fire drills at home occasionally with their children. Be sure to teach children how to obtain help by dialing the emergency number 911 and saying their full name and address.

The caregiver should plan 1 or 2 fire drills every six months (make them a game at first) so that the children will not be afraid if a real fire should occur.

ACTIVITY: "WHAT SHOULD I KNOW AND DO IN CASE OF AN EMERGENCY?"

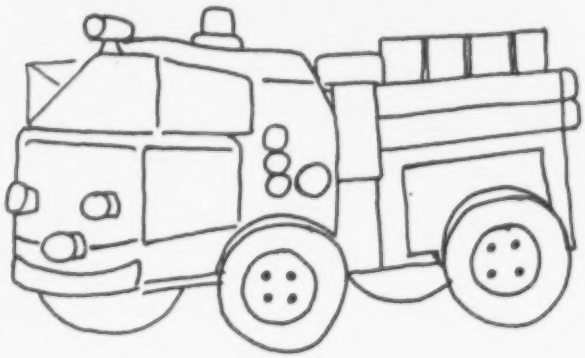
TOPIC: Safety

LOCATION: Language Arts Center

DIRECTIONS:

TEACHER PREPARATION

Caregiver will make a wall chart to keep a record of the progress each child is making in memorizing the necessary information and knowing what to do in case of an emergency!



TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Teacher points to names on the wall chart and asks if children recognize any of the names on the chart? Teacher will then read each name on the chart and have the child to repeat his/her name after the teacher.

Explain that a smiling face will be put in each column as children memorize the necessary information and procedures to follow in case of an emergency:

a. Full Name

b. Parent(s) Name

c. Name of School

d. Home Telephone Number

e. Emergency Telephone Number

Solicit parents help in assisting their children at home to learn the material cited above and tell them to reinforce this knowledge by practicing it often in conversation with their children.

NAME	HOME ADDRESS	PARENT(S)	NAME OF SCHOOL	HOME TELEPHONE	EMERGENCY NUMBER 911

HEALTHY MINDS/HEALTHY BODIES

END OF UNIT QUESTIONS/EVALUATIONS

1. Who are some of your community helpers.
2. Why do we call them helpers?
3. What are two things you should do to help take care of your teeth?
4. What are two things that cause our teeth to become rotten?
5. What are some of the foods found in the bread and cereal group? What are some of the foods found in the fruits and vegetables group? etc.
6. Where are some of the places you might find "Mr. Yuk?"
7. What is the number to dial on your telephone for an emergency?
8. Why is it important to know all of your name and all of your address?
9. What does your heart muscle do for your body? What do your lungs do for your body? What does your stomach do for your body?
10. What are some of the things we can do to keep our classroom or home safe?

REFERENCES FOR UNIT TWO

"The I Can Safety Plan." The National PTA and Peter Pan Peanut Butter. 211 E. Ontario Street, Chicago, IL 60611. (312) 280-7000.

National Dairy Council, 6300 North River Road, Rosemont, IL 60018-4233. (312) 696-1020.

"Growing Healthy." National Center for Health Education, 30 East 29the Street, N.Y., N.Y., 10016. (212) 689-1886.

CHILDREN'S BOOKS FOR UNIT TWO

Greene, Carla. Doctors and Nurses: What Do They Do? Harper and Row, New York. 1963.

Greene, Carla. I Want To Be A Policeman, Children's Press, Chicago. 1958.

Greene, Carla. I Want To Be A Fireman, Children's Press, Chicago. 1959.

Greene, Carla. I Want To Be A Postman, Children's Press, Chicago. 1958.

Slobodkin, Louis. Read About The Postman, Franklin Watts, Inc., 575 Lexington Avenue, New York, NY 10022. 1966

Hefflefinger, Jane and Elaine Hoffman. About Firemen. Melmont Publishers, Inc., Chicago. 1967.

Bonsall, Crosby. The Case of the Hungry Stranger. Harper and Row Publishers, New York. 1963.

Beim, Jerrold. Andy and the School Bus. Morrow and Company, New York. 1947

Carafoli, Marcia and John. Look Who's Cooking. Follett Publishing Company. 1974.

Baker, Eugene. Safety First!

Bicycle. Zachary's Workshop, Lake Forest, IL, 60045. 1980.

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UNIT THREE

INFORMATION/KNOWLEDGE OF DRUGS

This curriculum unit is designed to approach substance abuse from a "basic information" point of view. The children shall receive this information through a variety of activities designed to introduce and reinforce knowledge concerning today's "drug of choice," alcohol and the commonly used drug nicotine. Due to the prevalence and use of illegal drugs, students will be introduced to the terms commonly connected with those drugs -- e.g., crack, coke/cocaine, smack/heroin, and reefer/marijuana.

According to Lowell Horton (Ed Leadership, 3/88), "Alcohol, marijuana and tobacco are referred to as gateway drugs because their use generally comes first." According to other research, "the onset of substance abuse is predictable." Furthermore, it is rare that these "gateway" drugs are used by preadolescents. (Hansen/Ed. Leadership) Further research indicates that there are not only problems with alcohol, for instance, until youngsters are about 5th grade. Therefore, this unit will not venture deeply into the world of drugs. However, based on the premise that the children must be told the truth, the terms for the illegal drugs such as crack, coke/cocaine, smack/heroin and reefer/marijuana shall be introduced.

Although, at the preschool age, there should be little concern about actual "contact" with these harder substances, it becomes crucial that these young people be taught to understand "that drug use of any kind is

dangerous and unacceptable," Hansen). Paramount to the success of the preschool approach to substance abuse is at least a working knowledge of these substances. It must be pointed out that the Problem Solving/Decision Making unit works in close connection with this basic Knowledge/Information unit.

In addition to this basic information about illegal drugs, the delivery of the knowledge concerning the drug nicotine shall emphasize its presence in all tobacco products such as cigarettes, snuff and chewing tobacco.

OBJECTIVES FOR THE "INFORMATION/KNOWLEDGE OF DRUGS" UNIT:

The children will:

-- recognize the "No Smoking" symbol;

-- know the meaning of the term drug;

-- recognize the common vernacular/street terms for the "drugs of preference" for today's society;

-- have knowledge of the commonly used abusive substances;

-- know how nicotine affects the body, physically and mentally;

-- develop an awareness of the need to "Just Say NO!"; and

-- join America's crusade against drug abuse.

ACTIVITY: "NO SMOKING PLEASE"

TOPIC: Health

LOCATION: Health Center

DIRECTIONS: TEACHER PREPARATION

1. Have children bring in magazines which have cigarette advertisements.

2. Help children use magazines to locate and cut out the pictures which advertise cigarettes.

3. Collect all the pictures.

4. Duplicate the "No Smoking Please" Activity Sheet (see appendix).

5. Duplicate two or three of the large "No Smoking" Symbols (see appendix). Color and cut them out and glue onto oaktag. Display them around the classroom.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In small group settings discuss the concept of "No Smoking" and what it means. (Ask children how they feel about "being smoked on...when they're in restaurants, stores or malls0.

Introduce the "No Smoking" Symbol to the children. Point out the posters around the room.

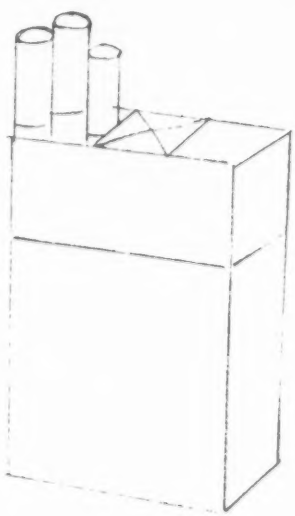
Tell children that they will make "No Smoking Please" posters using the cigarette advertisement pictures.

Demonstrate how some of the cigarette advertisement pictures should be glued onto the sheets under the "No Smoking" Symbol.

SETTING UP THE ACTIVITY IN THE CENTER

Display one of the large "No Smoking" Symbols in the Health Center. Place the "No Smoking Please" Activity Sheets and glue near the symbol.

The children will glue the cigarette advertisements under the "No Smoking" Symbols. The posters can be displayed around the classroom or taken home.



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ACTIVITY: "THE SURGEON GENERAL'S WARNING"

TOPIC: Substance Abuse

LOCATION: Science Center

DIRECTIONS:

TEACHER PREPARATION

1. Collect empty tobacco product packages (cigarette packages, cigar boxes, snuff cans, pipe tobacco bags, etc.) for several brands.

2. Have those children whose parent(s) use tobacco products bring in their empty packages.

3. Purchase a pocket chart or construct one by gluing oaktag pockets to a colored poster board.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In small groups discuss who the Surgeon General is with the children. Then introduce the word "hazardous" with the children. Use concrete examples of activities which the children are familiar with to help aid their understanding of the word. Some of the things to discuss could include:

-- running with sharp objects in hands or mouth
-- going out in very cold weather without proper clothing
-- crossing the street without looking; and
-- throwing rocks, sticks or other objects at each other.

Ask the children open ended questions to aid in the discussion of what happens to the body of the cigarette smoker and to the body of those forced to breathe the smoke of those who are smoking. Discuss how other tobacco products can be as hazardous as smoking cigarettes.

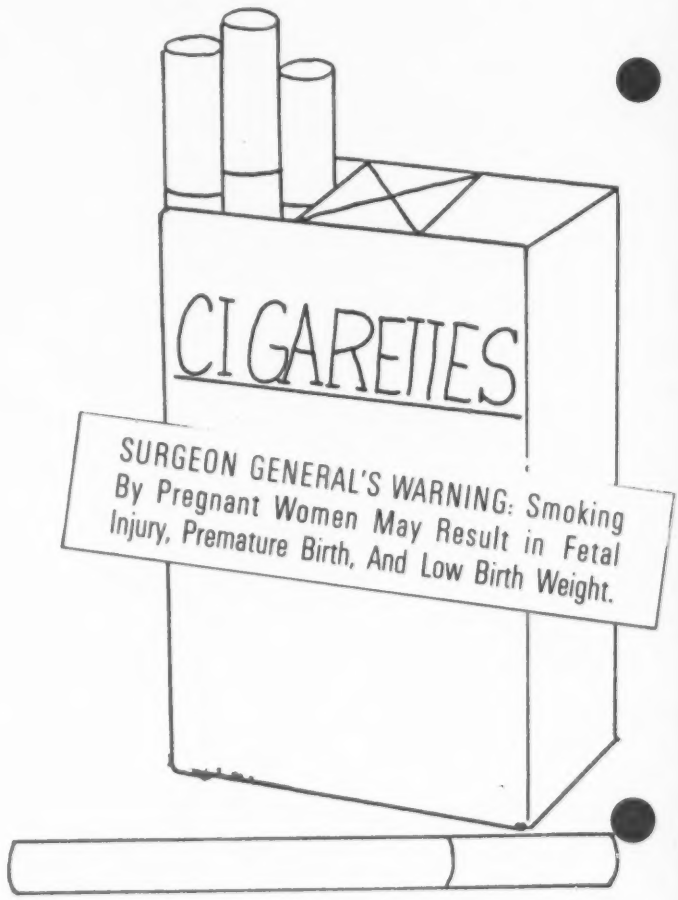
The dangers of chewing tobacco should be given particular emphasis because of its appeal to the young boys who wish to emulate those athletes who use the product.

Point out to the children that the warning from the Surgeon General is found on all brands of cigarettes and on all tobacco products.

SETTING UP THE ACTIVITY IN THE CENTER

Display the pocket chart in the Science Center underneath a "No Smoking" Poster.

Allow the children to place their empty tobacco product package(s) in the pockets of the chart so that the Surgeon General's warning is visible.


CIGARETTES
SURGEON GENERAL'S WARNING: Smoking By Pregnant Women May Result in Fetal Injury, Premature Birth, And Low Birth Weight.

ACTIVITY: "MAKING A DECISION"

TOPIC: Health

LOCATION: Science Center

DIRECTIONS:

TEACHER PREPARATION

1. Collect "unhealthy" pictures from magazine advertisements -- having drinks, smoking cigarettes, alcohol and tobacco ads, etc.

2. Collect "healthy" pictures from magazine advertisements -- children playing, mothers feeding babies, babies in diapers, etc.

3. Laminate pictures and attach pieces of velcro, felt or some other adhesive to the backs of them. Store the pictures in a container with an easily removable lid.

4. Construct a "Making A Decision" poster by drawing a line down the middle of a poster board. Reproduce the large smiling face and the large frowning face from the "Making A Decision" activity found in the appendix. Glue the smiling face on the top left side of the poster and the frowning face on the top right side of the poster. Glue a strip of velcro or felt in the middle of each of the columns for the children to attach the pictures.

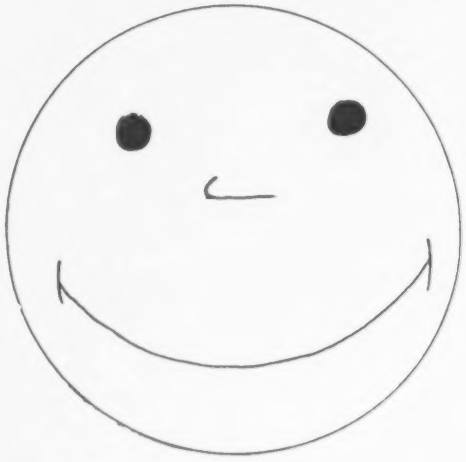
TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

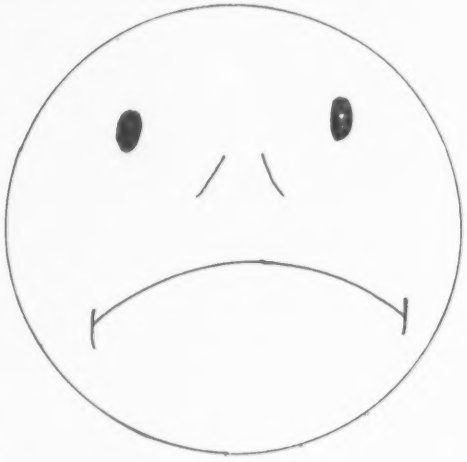
In small group discussions, discuss with the children the importance of making decisions for themselves. Use open ended questions to help them understand and how to avoid having peers make decisions for them. Show them some of the healthy and unhealthy pictures and tell them how the activity will work. Tell them that the chart and pictures will be located in the Science Center.

SETTING UP THE ACTIVITY IN THE CENTER

Display the "Making A Decision" poster in the Science Center where the pictures can be added or taken down without disturbing the poster. Place the pictures for the activity near the poster.

Tell the children that they can put the appropriate pictures under either the smiling face or frowning face to complete the poster.





ACTIVITY: "GOOD DRUGS/BAD DRUGS"

TOPIC: Drugs

LOCATION: Science Center

DIRECTIONS:

TEACHER PREPARATION

1. Contact the Dawn Center (897 Russell Street, N.E., Orangeburg, SC 29115) or local or state alcohol and drug abuse center. (see the yellow pages of the telephone book), and request a counselor to come out and discuss illegal substances with the children.

2. Cut pictures of doctors and nurses or other health type scenes from magazines (health journals, and advertisements for health equipment are good resources).

3. Duplicate the activity sheet, "Drugs That Help Us."

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In small groups discuss the term "drugs." Point out to the children that there are "good" drugs and "bad" drugs.

Discuss "good" drugs. Use open ended questions to lead the children to understand how doctors and nurses and other health workers use good drugs to help make people and animals well.

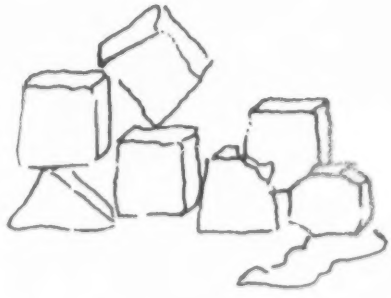
Provide the opportunity for the Dawn Center counselor or representative to introduce basic information about commonly used illegal drugs/bad drugs -- e.g., crack, coke/cocaine, smack/heroin, and reefer/marijuana.

SETTING UP THE ACTIVITY IN THE CENTER

Put the pictures of the doctors and nurses, etc., in an envelope and place on a working space in the Science Center. Place the "These Drugs Help Us" Activity Sheet near the envelope. Children should take two or three pictures and glue on the page underneath the heading.

GOOD DRUGS

CRACK



BAD DRUGS

ACTIVITY: "JUST SAY NO"

TOPIC: Safety

LOCATION: Book Center

DIRECTIONS:

TEACHER PREPARATION

Request coloring books, Just Say No from the Dawn Center (897 Russell Street, N.E., Orangeburg, SC 29115) for all the children.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Read the "story," Just Say No to the children.

Tell the children that the story is in a coloring book and that it can be found in the Book Center.

SETTING UP THE ACTIVITY IN THE CENTER

Provide a space in the Book Center to place the Just Say No coloring books. Provide appropriate coloring medium(s). Tell the children that they may each have a book and to color the pictures.

ACTIVITY: "MAKING 'JUST SAY NO TO DRUGS' BUTTONS"

TOPIC: Substance Abuse

LOCATION: Art Center

DIRECTIONS:

TEACHER PREPARATION

1. Reproduce enough of the "Just Say No To Drugs" Symbols (see appendix) to have one for each child in the class. Separate the symbols leaving enough margin around them to allow the children to color them and cut them out.

2. Cut a 5" x 5" oaktag square (to be used as the backing for the buttons) for each child in the class.

3. Cut pieces of double sided masking or transparent tape to be used to stick the buttons onto the children.

4. Reproduce two or three of the large "Just Say No..." Symbols. Color and glue onto appropriately sized pieces of oaktag to make posters. Display the posters around the classroom particularly in the Art Center and the Dramatic Play Center.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

This activity should not be introduced until after the "Just Say No" Activity has been completed.

Use small group discussions to introduce the "Just Say No To Drugs" Symbol to the children. Ask them what they think the individual parts of the symbol means. Ask them how the parts work together to make the message found in the finished symbol.

Tell the children that materials are located in the Art Center for them to make "Just Say No To Drugs" Buttons. Discuss the step-by-step procedures for making the buttons.

SETTING UP THE ACTIVITY IN THE CENTER

Set the duplicated symbols, coloring mediums, oaktag squares, scissors, and glue in an appropriate place in the Art Center.

The children should be instructed to:

1. color the symbol;
2. glue symbol onto the oaktag squares; and
3. cut the "button" out.

Teachers should help the children affix the strips of tape onto the buttons and the buttons onto the children.

ACTIVITY: "WHAT THEY LOOK LIKE"

TOPIC: Substance Abuse

LOCATION: Science Center

DIRECTIONS:

NOTE: This activity should not be introduced out of sequence within this unit.

TEACHER PREPARATION

1. Reproduce the "What They Look Like" activity sheet (see appendix) for each child in the class.

2. Tape the monologue, (found at the end of this activity) for the "What They Look Like" activity.

3. Make mini posters of each of the illustrations from the "What They Look Like" activity sheet by coloring the drawings, cutting them out, and gluing to appropriately sized pieces of oaktag.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use small group discussions to introduce the children to the illustrated representations of a "joint," alcohol, cigarettes, and crack. Use the information from the monologue for this activity to provide the information concerning each of these substances.

Tell the children that an activity, with instructions, will be found in the Science Center.

SETTING UP THE ACTIVITY IN THE CENTER

Find an appropriate place in the Science Center to display the "What They Look Like" posters. Set up the tape player and the "What They Look Like" Activity Sheets near the posters. The appropriate coloring medium(s) should also be provided.

Tell the children that they should wear the earphones and listen to the tape and follow its instructions for the activity.

Remind them to push the "rewind" button when they complete the activity.

A few of the completed pictures should be displayed in the Science and Discovery Centers. The rest should be saved to be used in the "What About Drugs?" Activity.

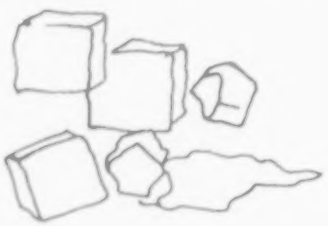
MONOLOGUE TO BE TAPED FOR "WHAT THEY LOOK LIKE" ACTIVITY

I am "crack." I am an illegal drug. I hurt your heart, lungs, liver and brain. Color me light yellow.

I am a "joint." I am an illegal drug. I look like a cigarette. Sometimes I am called "reefer." My real name is marijuana. I hurt your heart, lungs and brain. Color me white.

I am a pack of cigarettes. I am not illegal. The drug in me is called nicotine. I hurt your heart and lungs. I hurt other people's breathing also. Color me any color.

I am a bottle of alcohol. I am not illegal. I am the drug most often used. I hurt your heart, brain, lungs and liver. Color me brown.



CRACK

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ACTIVITY: "WHAT ABOUT DRUGS?"

TOPIC: Substance Abuse

LOCATION: Health Center

DIRECTIONS:

TEACHER PREPARATIONS

1. Have the children bring in large, brown grocery bags.

2. Retrieve the "What They Look Like" pictures from the previous activity.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In a large group art activity, measure each child's bag against him/her and mark places where the head and arms should be cut out. Help the children cut out the places for their heads and arms in their bags.

Tell the children that they will find the "What They Look Like" activity sheets and the paper bags in the Health Center where they will be turned into costumes.

SETTING UP THE ACTIVITY IN THE CENTER

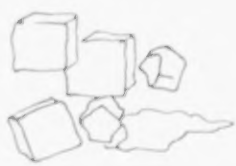
Place the completed "What They Look Like" activity sheets in the Health Center.

Have each child cut his/her activity sheet in two. The bottom half of the sheet ("joint and crack") should be saved to be displayed around the classroom or taken home.

From the top half of the sheet, cut out the illustrations for cigarettes and alcohol.

Put the children into pairs. One child's bag should represent alcohol and they should both glue their alcohol illustrations onto this bag. One child's bag should represent cigarettes and they should both glue their illustrations of cigarettes onto this bag.

Tell the children that their "costumes" will be housed in the Dramatic Play Center. Tell them that they can wear their costumes when they listen to the tape recording in the Dramatic Play Center.



CRACK

JOINT

ACTIVITY: "LET'S HEAR ABOUT IT"

TOPIC: Substance Abuse

LOCATION: Dramatic Play Center

DIRECTIONS:

TEACHER PREPARATION

1. Place the cigarette and alcohol "costumes" in the Dramatic Play Center.

2. Tape the dialogue "Let's Hear About It" (found at the end of this activity) onto a cassette tape.

TEACHER INTRODUCES THE ACTIVITY TO THE CHILDREN

In a large group, show the children some of the cigarette and alcohol costumes.

Tell them that they will be placed in the Dramatic Play Center and that they can be worn by the children when they're "acting out" the dialogue found on the tape.

SETTING UP THE ACTIVITY IN THE CENTER

This activity should be set up in the Dramatic Play Center near a display of one of the drug symbol posters.

Provide a place for the "What They Look Like" costumes. The cassette tape recorder, with the taped dialogue for this activity, should be placed nearby.

Tell the children that they can put on the "What They Look Like" costumes for this activity. As the tape is being played, the child(ren) wearing the appropriate costume can stand up when the monologue describes him/her and sit down when the description is finished.

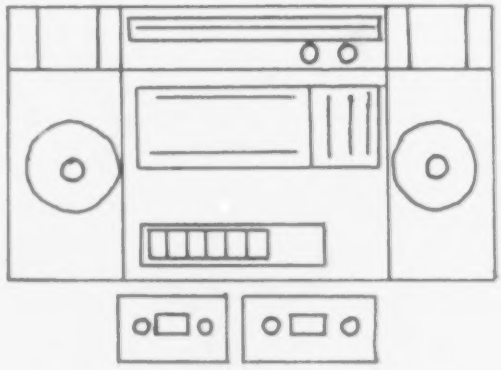
DIALOGUE TO BE TAPED FOR "LET'S HEAR ABOUT IT" ACTIVITY

Voice One: Cigarettes are drugs.

Voice Two: Alcohol is a drug. Cigarettes and alcohol can hurt you.

Voice Three: Cigarettes hurt your breathing. Cigarettes also hurt the breathing of anyone sitting around when a cigarette is being smoked.

Voice Four: Alcohol kills your brains. If someone drinks alcohol and drives, someone might die in a car accident!!



ACTIVITY: "WE KNOW WHAT TO SAY"

TOPIC: Substance Abuse

LOCATION: Discovery Center

DIRECTIONS:

TEACHER PREPARATION

Secure blank cassettes and cassette recorder.

TEACHER INTRODUCES THE ACTIVITY TO THE CHILDREN

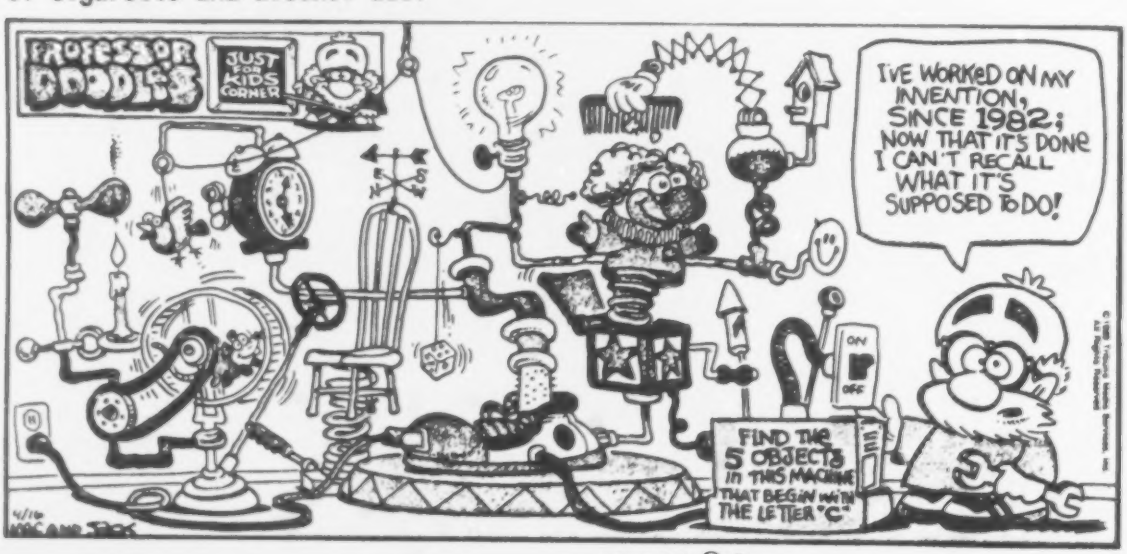
In small groups discuss the taped dialogue used in Activity #9. As you say alcohol or cigarettes, have the children repeat, in their own words, what they heard on the tape recording.

Tell the children that a tape recorder and blank cassettes have been placed in the Discovery Center for them to tape their own dialogue.

SETTING UP THE ACTIVITY IN THE CENTER

In the Discovery Center, near the poster of "What They Look Like," place the cassette tape recorder and blank cassettes were the children can't accidentally knock the player off.

Tell the children that they can tape their own dialogue about the dangers of cigarette and alcohol use.


PROFESSOR DOODLES
JUST FOR KIDS CORNER
I'VE WORKED ON MY INVENTION, SINCE 1982; NOW THAT IT'S DONE I CAN'T RECALL WHAT IT'S SUPPOSED TO DO!
FIND THE 5 OBJECTS IN THIS MACHINE THAT BEGIN WITH THE LETTER "C"
ON
OFF

ACTIVITY: "YOU CAN HELP"

NOTE TO THE CAREGIVER:

This activity should be used to introduce the "Information/Knowledge of Drugs" Unit. After you have completed the "You Can Help" Activity, inform the children that they will be discussing and learning information about drugs for the next few weeks.

TOPIC: Substance Abuse

LOCATION: Science Center

DIRECTIONS:

TEACHER PREPARATION

1. Request the Consumer Information Catalogue (S. James, Consumer Information Center-K, Post Office Box 100, Pueblo, Colorado 81002).

2. Order the "You Can Help: Drug Awareness Kit," (item #531V, free).

3. Duplicate the "You Can Help!" envelope onto 8 1/2" sheets of paper for the children.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Involve the whole class in a discussion about the information and picture on the "You Can Help!" duplicated sheet.

Ask questions like:

"Where have you seen a picture of this man?" (On billboards, on the walls of the post office, on the bulletin boards of the grocery store.)

"What is he sometimes called?" (Uncle Sam)

"Who was President Reagan?" (The President of the United States.)

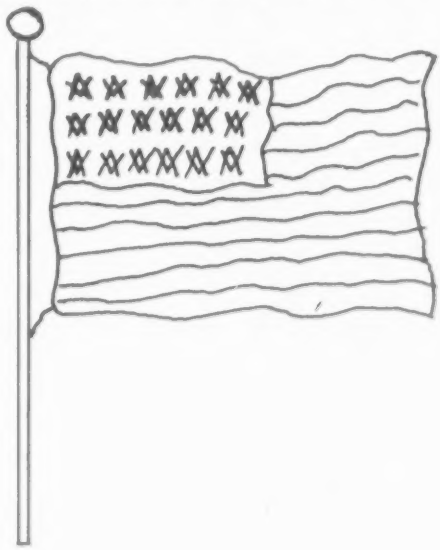
Make sure to point out that the word "Nation" is just another word for "Our Country -- the United States of America."

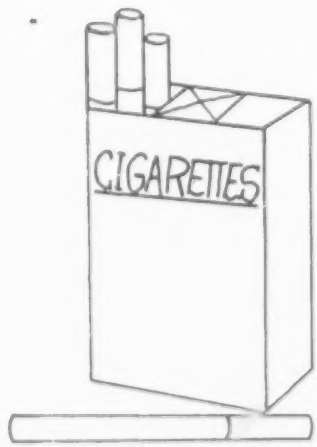
Tell the children that they will find copies of the "You Can Help" sheet in the Science Center.

SETTING UP THE ACTIVITY IN THE CENTER

Find an appropriate place to put the "You Can Help" sheets so that the children will be able to color them. Provide appropriate coloring medium(s).

Tell the children to color the man in the picture. Encourage them to use the colors (red, white and blue) from the posters they have seen.





ACTIVITY: "LET'S LOOK AT DRUGS"

TOPIC: Substance Abuse

LOCATION: Book Center

DIRECTIONS:

TEACHER PREPARATION

1. Contact the Dawn Center (897 Russell Street, N.E., Orangeburg, SC 29115) and request several copies (at least four) of the pamphlet, Let's Look at Drugs. Some of the information on this pamphlet will not be covered in this unit; therefore, it is not necessary to get a copy for each child. The caregiver will be the only one to handle the pamphlet, sharing only the appropriate information and pictures with the children.

2. Use two copies of the pamphlet and cut out the "Let's Look at Marijuana!" and "Let's Look at Alcohol" pages.

3. Glue the pages on appropriately sized oaktag. Staple each set of two pages within the covers of a manila folder.

4. Cut the title from each of the Let's Look at Drugs pamphlets and glue them onto the front of the manila folders to make "books."

5. Place the "books" in the Book Center.

6. Secure a balance scale used by dieters. (Any balance scale will be appropriate. This one is suggested because of its accessibility).

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Utilizing small groups, remind the children of the "Our Five Senses Activity" which they did in the Teaching for Thinking Unit.

Talk briefly about the five senses and some of the things they discovered about them.

Use the balance scale to demonstrate how the weight has to be equal in order for "balance" to occur.

Read the first two pages of the pamphlet, Let's Look at Drugs.

Use open ended questions to discuss, in details, the illustrations and dialogue on the two pages.

Read the "Let's Look at Marijuana!" and "Let's Look at Alcohol" pages.

Use open ended questions to discuss, in details, the illustrations and dialogue on each of the two pages.

Tell the children that the "books" about the drugs they have discussed can be found in the Book Center.

SETTING UP THE ACTIVITY IN THE CENTER

Put the teacher made books, "Let's Look at Drugs" in the Book Center.

Encourage the children to take time to look at the "books."

ACTIVITY: "A DRUG FREE BODY STAYS IN BALANCE"

TOPIC: A Healthy Body

LOCATION: Discovery Center

DIRECTIONS:

TEACHER PREPARATION

Have children bring copies of discarded family type magazines (Better Homes and Garden, Family Circle, Good Housekeeping, Parents, etc.) from home.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In a whole class discussion, remind the children of what they learned about keeping the body balanced in the "Let's Look at Drugs" Activity.

Use open ended questions to determine what a balanced and healthy body would or could do.

Use cut out magazine pictures to illustrate what a balanced/healthy body does. (For example, a picture of a child sleeping peacefully.)

Tell the children that magazines and scissors have been placed in the Discovery Center and that they should find pictures which illustrate balanced/healthy bodies and cut them out.

SETTING UP THE ACTIVITY IN THE CENTER

Find an appropriate place for the magazines and scissors which has adequate space to accommodate two or three children's cutting.

Tell the children that magazines and scissors have been placed in the Discovery Center and that they should find pictures which illustrate balanced/healthy bodies and cut them out.

SETTING UP THE ACTIVITY IN THE CENTER

Find an appropriate place for the magazines and scissors which has adequate space to accommodate two or three children's cutting.

Tell the children to cut appropriate pictures from the magazines. They should save their pictures for discussion in the following day's small group discussions.

ACTIVITY: "WE CAN SING A SONG"

TOPIC: Saying No

LOCATION: Music Center

DIRECTIONS:

TEACHER PREPARATION

Secure a blank cassette and a cassette tape recorder.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use small groups to teach the children the "Saying No Song" to the tune of "Old McDonald."

When all the children have learned the song, make a tape recording of all of them singing it.

Tell them that the tape will be in the Music Center and that they can go there to listen to it and/or sing along with it.

SETTING UP THE ACTIVITY IN THE CENTER

Place the cassette recorder and the tape in the Music Center where it can be readily reached.

Tell the children that they can go into the Music Center and listen to or sing along with the tape.

"SAYING NO SONG" (Sung to the tune of "Old McDonald")

We are children young and strong.

E - yai - e - yai - o

We keep our heads and hold our own.

E - yai - e - yai - o

We keep ourselves away from harm.

E - yai - e - yai - o

We "JUST SAY NO" all day long.

E - yai - e - yai - o

Repeat.

ACTIVITY: "DAVID'S NIGHTMARE"

TOPIC: Peer Pressure

LOCATION: Discovery Center

DIRECTIONS:

TEACHER PREPARATION

Order the "Drugs: A Deadly Game" information packet from the Boy Scouts of America (Magazine Division, 1325 Walnut Hill Lane, Post Office Box 152079, Irving, Texas 75015-2079).

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Use the reading circle to read "David's Nightmare" (a comic illustration found on the last pages of the pamphlet, Drugs: A Deadly Game.

Ask the children the "W" questions (who, what, when, where, why and sometimes how).

Use open ended questions to help the children understand David's dilemma.

Examples:

Why did David decide to go home?

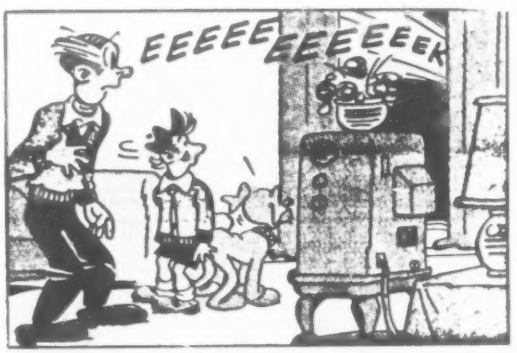
Why didn't he tell his mother right away?

Why do you think David had his nightmare?

Tell the children that they will find materials to draw David's "Monsters" in the Discovery Center.

SETTING UP THE ACTIVITY IN THE CENTER

Find an appropriate place to put newsprint or other appropriate paper and coloring mediums in the Discovery Center. The place should provide adequate space for the children to draw and color.



REFERENCES FOR UNIT THREE

"Drugs and You" Chart, ESP Publishers, Post Office Drawer 5037, Jonesboro, Arkansas 72403. (800) 643-0280 for catalogue.

What You Can Do About Drug Use In America. U.S. Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse, and Mental Health Administration, Post Office Box 2345, Rockville, MD 20852. 1988.

The A.A. Member -- Medications and Other Drugs. Alcoholics Anonymous World Services, Inc. 468 Park Avenue South, New York, NY 10016. 1984.

Consumer Information Catalogue. S. James, Consumer Information Center-K, Post Office Box 100, Pueblo, Colorado 81002. Spring 1989.

Drugs: A Deadly Game. Boy Scouts of America. Magazine Division, 1325 Walnut Hill Lane, Post Office Box 152079, Irving, Texas 75015-2079.

What Works: Schools Without Drugs. U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208. (800) 424-1616.

U.S. Customs Service Drug Awareness Program. Public Documents Distribution Center, Pueblo, Colorado 81009.

INFORMATION/KNOWLEDGE OF DRUGS

END OF UNIT QUESTIONS/EVALUATIONS

1. Where are some of the places you might see a "No Smoking" symbol?
2. In what part of your body does cigarette smoking do the most damage?
3. If your friend or classmate tries to get you to do something you think is wrong, what should you do?
4. What kinds of drugs are "good" drugs?
5. Why is it important to be able to "Just Say No?"
6. Why is it important for you to know about drugs?
7. What are some of the "street" names for marijuana?
8. In what part of your body does marijuana smoking do the most damage?
9. What are some of the things that a body can do when it is "in balance"?
10. What part of the body is damaged when a person chews tobacco or uses snuff?

dangerous and unacceptable." (Hansen) Paramount to the success of the preschool approach to substance abuse is at least a working knowledge of these substances. It must be pointed out that the Problem Solving/Decision Making unit works in close connection with this basic Knowledge/Information unit.

In addition to this basic information about illegal drugs, the delivery of the knowledge concerning the drug nicotine shall emphasize its presence in all tobacco products such as cigarettes, snuff and chewing tobacco.

OBJECTIVES FOR THE "INFORMATION/KNOWLEDGE OF DRUGS" UNIT:

The children will:

- -- recognize the "No Smoking" symbol;
- -- know the meaning of the term drug;
- -- recognize the common vernacular/street terms for the "drugs of preference" for today's society;
- -- have knowledge of the commonly used abusive substances;
- -- know how nicotine affects the body, physically and mentally;
- -- develop an awareness of the need to "Just Say NO!"; and
- -- join America's crusade against drug abuse.

BEST COPY AVAILABLE

UNIT FOUR
WHO TO TELL

I. UNIT PURPOSE

Teachers, parents, police officers, community leaders and governmental officials at the local, state and national levels are deeply concerned about the proliferation of drugs and alcohol abuse in America. One solution to this particular problem is education; i.e., teach young children about the "danger" of drugs and alcohol to their mind and body! It has been said by a wise man that an "ounce" of prevention is worth a "pound" of cure!

Thus, the major goals of this instructional unit entitled "Who To Tell" are twofold. First, we need to help young children understand that there is a "family support system" which they can use when they need help, when they are frightened and/or when they need advice! Secondly, we need to help young children realize that there is a "community support system" of other people in their lives outside the family that they can go to when they need to solve a problem or simply need someone to talk to about what's on their mind. A knowledge of who to go to may be valuable in maintaining "openness" in child-adult relationships. Through a variety of approaches such as discussions, role playing, dramatizations, books, songs, fingerplay, etc. children will understand the importance of "Who To Tell" and to say "No" to drugs and alcohol. Additionally, this unit is designed to reinforce and integrate concepts presented in units one, two and three in this manual. The unit, as prepared for the preschool level may last two or three weeks depending on the age, abilities, and interest of the children.

II. CONCEPTS TO BE DEVELOPED

1. The "family support system" and the "community support system" include people we go to with our problems and concerns, when we need help, when we are frightened, when we need advice, or simply when we want to share what's on our mind.

2. There are many different kinds of families.

3. A family is a group of people who care about each other and work together to meet the needs of each member.

4. The "family support system" may include mother, father, grandparents, aunts, uncles, cousins, stepfather, stepmother, half-brother, half-sister, roommates, live-in-partners, friends, etc.

5. Friends and other people who are not relatives, but are close to the family, make up what is called the "extended family."

6. The "community support system" include teachers, principals, school counselors, police officers, social workers, ministers, priest or rabbi, babysitter, firefighters, friends, etc.

7. Vitamins, cough drops, and aspirins are "good" drugs.

8. Alcohol, beer, wine, crack, cocaine, tobacco, and marijuana are "bad" drugs.

9. In order to take care of or protect ourselves we sometimes have to say "no" and use assertive body language.

10. There are rules we can follow to keep safe.

11. A stranger is someone we do not know.

12. Drugs and alcohol abuse are destroying individuals, families, our neighborhoods, our state, our nation, and our world.

III. BEHAVORIAL OBJECTIVES

1. Following a discussion about the different kinds of families and the importance of families, children will name two kinds of families.

2. At the end of the unit on "Who To Tell," the children will name five persons in the "family support system."

3. Following a review of the discussion on the "community support system," each child will state five individuals in this category.

4. During the week's activities children will listen to five stories about the nature and problem of alcohol and drug abuse.

5. Upon completion of a bulletin board collage activity, the children will describe three "good" drugs and three "bad" drugs.

6. After role playing various safety situations each child will demonstrate how to handle strangers and dangerous situations.

7. Following dramatizations on assertive behavior children will use assertive body language and demonstrate how to say "no."

8. At the end of the unit, each child will tell one way substance abuse is destroying individuals, families, our neighborhoods, our state and our nation.

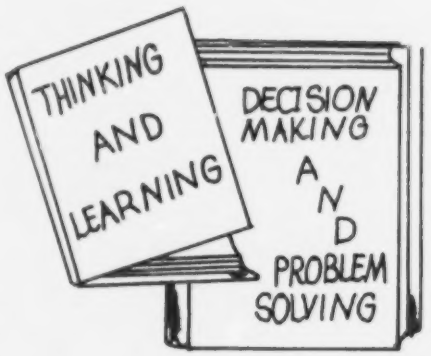
9. Following a lesson on safety rules, the children will recite three rules correctly.

IV. INITIATING THE UNIT

The following instructional approaches may be used to initiate the unit:

(a) Construct a bulletin board entitled "All Kinds of Families."

(b) Arrange a display of books in the reading or library center dealing with substance abuse. Encourage children to browse through the books. As the opportunity presents itself, read the title of the books to individual children and tell them what the book is about. During the study of the unit, read selected books to the class during story time.



V. LEARNING ACTIVITIES

Language Arts

Discussion

1. Define the term family.

2. Show picture of different types of families such as the nuclear family, blended family, single parent family, etc.

3. Lead children into a discussion to help them understand the concepts "family support system" and "community support system." As children respond the caregiver should write that information on the chalkboard. Make two columns. On one side of the board write "family support system" and on the other side write "community support system." Following are questions you might use to invoke discussion:

   (a) Who are the people that make up your family?
   (b) Who lives with you at your house?
   (c) Name some other people that make up a family.
   (d) If you were frightened or if you needed help, who could you talk to in your family?
   (e) Would you talk to anyone else?
   (f) What adults outside your family would you talk to about a problem or something that was bothering you?
   (g) Would you talk with anyone else outside of your family about what was on your mind?
   (h) Name some other people in the community who help people or you would talk to about a problem or concern.

4. Review the material in each column on the chalkboard having the children to repeat it after you.

Language Experience Chart

Make language experience charts (write the information on chart paper from the board) of the "family support system" and the community support system groups. Display charts around the room or on a flip chart. Periodically, review the information on the charts with the children. (Reference: Huff, Phyllis E. "Language Experience Approach: Teaching, Reading, Scott Foresman, Ill., 1988, pp. 327-347).

Reading, Browsing (sight reading) and Storytime Activities

1. Children will listen to stories read or told by the teacher and be encouraged to browse through books in the library reading center that focus on substance abuse. The following books for example may be used:

   (a) My Dad Loves Me: My Dad Has A Disease, by Claudia Blach, Ph.D (Age 5-14). #1385 price $8.95

   (b) Welcome Home: A Child's View of Alcoholism (Age 5-11). #0387 price $3.50

   (c) You're Not Alone: Kids Book About Alcoholism. #0350 price $2.00

   (d) Drugs -- What They Are, What They Do, by Judith Seixas (Age 6-12). #1388 price $10.25

   (e) It's O.K. To Say No To Drugs: A Parent/Child Manual, by Alan Garner (Age 5-11). #1387 price $3.95

   (f) The Cat Who Drank Too Much, by Leclair Bissell, M.D. and Richard Watherwax. #1384 price $4.00

   (g) Who Is A Stranger and What Should I Do, by Linda W. Girard (Age 6-11). #0301 price $10.25

   (h) Safety Zone, by Linda Meyer (Age 3-11). #0319 price $10.25

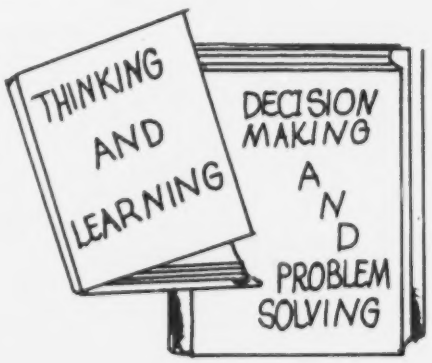
   (i) Strangers Don't Look Like The Big Bad Wolf (Age 3-6) #0374 price $3.50.

   (j) It's OK To Say No, by R. Lenett and B. Crane (Age 4-12). #0349 price $3.95

   (k) Help Yourself To Safety: A Guide To Avoiding Dangerous Situations With Strangers And Friends (Age 5-11).

All of the books cited above may be purchased as follows:

Reference: KIDSPIGHTS, 3700 Progress Boulevard, Mount Dora, Florida 32757 (1-800/892-KIDS or 904/483-1100). Additionally, you should check with your local and State Alcohol and Drug Abuse Prevention Commission for additional materials.



Writing

Children will dictate "'Thank You Letters"' to resource people who visited the classroom to discuss with them the problems, issues and concerns about drugs.

_____

_____

_____

Dramatization

1. Handling Strangers and Dangerous Situations -- Help children know the importance of being on guard at all times around strangers, and even around people they know who behave suspiciously. Have children role play situation that will lead to better understanding of how to handle a potentially dangerous situation involving strangers or suspicious adults (see glossary). Some situations for role play or children to act out include:

   (a) A strange adult offering money or candy!
   (b) A strange adult offering a ride in his car!
   (c) A strange adult or adult you know smoking outside (away from the crowd or in a dark area)!
   (d) A strange adult asking questions!
   (e) A strange adult who is dressed flashy.
   (f) Older children smoking outside or away from the crowd or in a dark area.
   (g) Adults and older children who are drinking and/or drunk.
   (h) An adult who acts or looks suspicious.

2. Being assertive -- In order to take care of ourselves or to protect ourselves we have to learn to say "no" and use assertive behavior. Have children to dramatize how to say "no" and use assertive behavior as follows:

   Step 1. Use a Strong Firm Voice and just say "no."
   Step 2. Look the person right in the eye and just say "no."
   Step 3. Stand firm and tall and just say "no."
   Step 4. Shake your head and just say "no."
   Step 5. Do not give a reason...just say "no."
   Step 6. Just say "no"...Just say "no" like you mean it!
   Step 7. Just say "no!"

Reference: Paraphrase from Talking About Touching with Preschoolers. The Committee for Children, Seattle, Washington. p. 25.

Mathematics

1. My Family Chart. Have children to fill in the information for each part on the chart. Reinforce the recognition and recall of numbers (depending on the age, level, and abilities of children).

2. Bar Graph - Tape to the wall a large piece of butcher paper, poster or chart paper with a grid drawn on it. Print the names of the children on one side and the categories above across the top. Record the number on the the graph at the bottom of the chart reflecting the number of brothers and sisters and the number in the family. Identify the largest family, the smallest family, the most brothers and sisters, and the least brothers and sisters, etc. in the group.

My Family Chart

Age:

Telephone Number:

Address:

Birthday:

Weight:

Height:

Number of brothers & sisters: _____

Number in my family: _____

The best thing I like to do with my family is_____

CHILD'S PICTURE

NAME	AGE	TEL NUMBER	ADDRESS	BIRTH DAY	WEIGHT	HEIGHT	NO IN FAMILY	NO. BROTHERS	NO. SISTERS

Science

1. Making and Examining Fingerprints

   Children will make finger prints with a stamp pad and paper. Have children examine prints with magnifying glass. Note that there are no two fingerprints exactly alike. Help children understand that the fingerprint is one method used for identification.

Social Studies

Plan an excursion to tour the post office. Children will purchase stamps and mail the thank you letters to the individuals who visited with them to discuss substance abuse.

Art

1. My Family -- Have children cut out pictures from magazines, newspapers, books, etc. Paste the pictures on separate sheets of construction paper and write (dictate) a caption for each page. Put the pages into a booklet entitled, "My Family."

2. Bulletin Board Collage -- Children will learn that there are some "good" drugs and some "bad" drugs. Divide the bulletin board in half using a piece of thick yarn, rope, or construction paper strips. On one side of the board put the caption "Good Drugs Are." On the other side of the board put the caption "Bad Drugs Are." Allow children to look through magazines, newspapers, pamphlets, brochures, etc. to find pictures of "good" drugs and "bad" drugs. Examples of "good drugs" are vitamins, cough drops, and aspirins. Examples of "bad" drugs are alcohol, beer, wine, crack, cocaine, tobacco, and marijuana. Let the children paste the pictures under the correct category.

Music

Teach the children the following song:

1. Song -- Do You Know Who Works For You?
(Tune: Adapt "The Muffin Man")

Oh, do you know who works for you, works for you, works for you?

Do you know who works for you every single day?

Your Father is the one who works for you, works for you, works for you every single day.

Your Mother is one who works for you, works for you, works for you every single day

Your Teacher is one who works for you, works for you, works for you every single day.

Your police officer is one who works for you, works for you, works for you every single day.

(Variation -- Encourage children to think of other names for the "family support system" and the "community" support system groups to add to this song).

2. Song -- The Body Song (Tune: Adapt "My Bonnie Lies Over The Ocean")

I love every cell of my body,
I love every muscle in my body,
I love every cell of my body,
I'm glad I have one of my own!

Chorus

Hi Ho, Hi Ho!
I have a wonderful body now!
Hi Ho, Hi Ho!
I'm glad I have one of my own

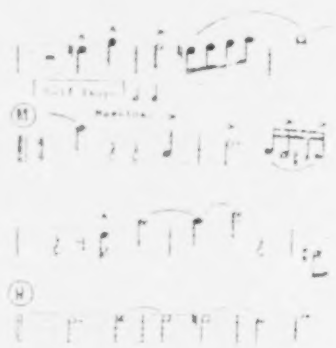
I have such a wonderful memory,
I have such a wonderful mind!
I have such a wonderful memory,
I have such a wonderful mind!

Chorus

Variations - encourage children to add their own words and make up additional lines for the song.

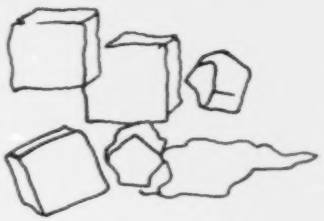
3. Finger Play -- Have children memorize the following finger play:

My Family
This is my Father
This is my Mother
This is my Brother Tall
This is my Sister
This is my Baby
"Oh, How I LOVE THEM ALL"

(Action -- Children should hold out corresponding finger for each family member when named, and give themselves a "big" hug when the last line is said)

Community Resources

1. Invite an officer from the Sheriff's Department and the local alcohol and drug abuse prevention commission in your community to come and talk to children about substance abuse (bad drugs). Likewise, invite a physician or nurse to come to your classroom and talk about "good" drugs and how to use them.

Health and Safety — Just say NO to "Bad" DRUGS.



Safety Rule

CRACK

Prepare the Health and Safety Rule chart below and go over it until the children have memorized the rules:

— THERE ARE SOME "GOOD DRUGS AND SOME "BAD" DRUGS

-- I SHOULD NEVER TAKE "GOOD" DRUGS ALONE!

-- MY BODY IS THE ONLY BODY I WILL EVER HAVE; THEREFORE, I MUST TAKE GOOD CARE OF IT TO MAKE IT LAST A LIFETIME.

-- TO MAKE MY BODY LAST A LIFETIME.. .I MUST:

EAT RIGHT!
GET PLENTY OF REST & EXERCISE!
THINK RIGHT!
AND JUST SAY "NO" TO BAD DRUGS!

IF I SEE A "BAD" DRUG OR IF SOMEONE OFFERS ME A "BAD" DRUG...I WILL:

TELL MY MOTHER
TELL MY FATHER
TELL MY GRANDPARENTS
TELL MY TEACHER
TELL MY SCHOOL COUNSELOR
TELL MY MINISTER, PRIEST OR RABBI
AND KEEP ON SAYING NO TO "BAD" DRUGS
JUST SAY "NO"
JUST SAY "NO"
JUST SAY "NO" TO "BAD" DRUGS!

Problem Solving

Through problem solving children become more aware of the needs of others. Learning to problem solve also increases the children's decision-making skills. Have children to brainstorm the following problem:

EXAMPLE: STATEMENT OF THE PROBLEM:

STEP 1. Define the Problem

Drugs and alcohol are destroying individuals, families, our neighborhood, our state, our nation and our world. What Can We Do? How could you help? What do you THINK OTHER PEOPLE such as PARENTS, TEACHERS, PRINCIPALS, MINISTER, PRIEST or RABBI, etc. could do TO HELP with the problem?

Step II. Discuss all the ways to solve the problem!

Step III. Select the best way (solution) for solving the problem.

Step IV. Write the solution and mail to:

Delowe Corporation
1108 Woodrow Street
Columbia, SC 29205

Parent Involvement

Send a note home to parent(s) to inform them that you will begin a unit on "Who To Tell." Invite them to a meeting to review and evaluate the unit and other materials developed in the Alcohol and Drug Abuse Prevention Manual. Additionally, solicit their support in helping the children learn the materials outlined in the unit.

VI. INSTRUCTIONAL RESOURCES

bulletin board

books about substance abuse

pictures of different types of families

flip chart stand

flip chart paper

magic markers

chalk board

butcher paper

poster boards

paste

glue (rubber cement if possible)

stamp

ink pad

magnifying glass

magazines

newspapers

pamphlets

brochures

coloring books

construction paper

stamps (postage)

envelopes

stationary

Police Officer

Physician or Nurse

Sample Memo to Parents

TO: Parent(s) and Guardian(s)

FROM: _____

DATE: _____

RE: Substance Abuse Prevention

We need your help! Straight Talking For Targeted Preschoolers: A Substance Abuse Prevention Manual is a program for alcohol and drug prevention. A major goal of the program is to teach young children about the "danger" of drugs and alcohol to their minds and bodies.

We will begin a study of alcohol and drug abuse prevention soon. We need you to support us in extending our instructional efforts at school by working with your child at home.

Straight Talking For Targeted Preschoolers: A Substance Abuse Prevention Manual is divided into four units, (1) Teaching for Thinking; (2) Healthy Minds/Healthy Bodies; (3) Knowledge/Information of Drugs; and (4) Who To Tell. As we proceed with instruction, we will send you suggestions and activities on how you can reinforce the information, skills, and rules that your child(ren) are learning at school.

A meeting is scheduled for Monday, September 25, 1989 for you to review and evaluate the materials in the Straight Talking for Targeted Preschoolers: A Substance Abuse Prevention Manual. Please make every effort to attend. Remember, we need your support and cooperation to be successful in this endeavor.

Thank you.

My Family Chart

Age:

Telephone Number:

Address:

Birthday:

Weight:

Height:

Number of brothers & sisters: _____

Number in my family: _____

The best thing I like to do with my family is _____

Finger Play

My Family

This is my Father

This is my Mother

This is my Brother Tall

This is my Sister

This is my Baby

"Oh, How I LOVE THEM ALL"

(Action - Children should hold out corresponding finger for each family member when names, and give themselves a "big" hug when the last line is said)

Safety Rule

Prepare the Health and Safety Rule chart below and go over it until the children have memorized the rules:

-- THERE ARE SOME "GOOD DRUGS AND SOME "BAD" DRUGS

-- I SHOULD NEVER TAKE "GOOD" DRUGS ALONE!

-- MY BODY IS THE ONLY BODY I WILL EVER HAVE; THEREFORE, I MUST TAKE GOOD CARE OF IT TO MAKE IT LAST A LIFETIME.

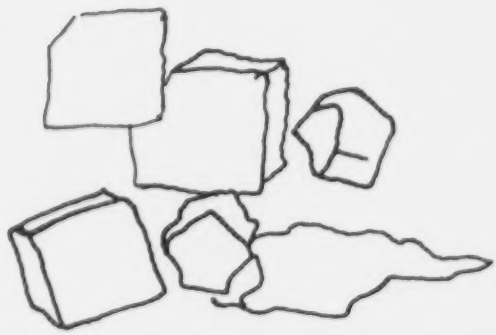
-- TO MAKE MY BODY LAST A LIFETIME.. .I MUST:

EAT RIGHT!
GET PLENTY OF REST & EXERCISE!
THINK RIGHT!
AND JUST SAY "NO" TO BAD DRUGS!

IF I SEE A "BAD" DRUG OR IF SOMEONE OFFERS ME A "BAD" DRUG...I WILL:

TELL MY MOTHER
TELL MY FATHER
TELL MY GRANDPARENTS
TELL MY TEACHER
TELL MY SCHOOL COUNSELOR
TELL MY MINISTER, PRIEST OR RABBI
AND KEEP ON SAYING NO TO "BAD"
DRUGS
JUST SAY "NO"
JUST SAY "NO"
JUST SAY "NO" TO "BAD" DRUGS!

JOINT



CRACK

Handouts For Parents

Teach the children the following song:

1. Song -- Do You Know Who Works For You?

   (Tune: Adapt "The Muffin Man")

   Oh, do you know who works for you, works for you, works for you?

   Do you know who works for you every single day?

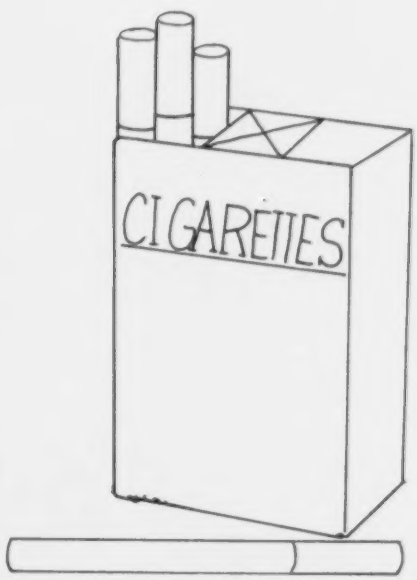
   Your Father is the one who works for you, works for you, works for you every single day.

   Your Mother is one who works for you, works for you, works for you every single day.

   Your Teacher is one who works for you, works for you, works for you every single day.

   Your police officer is one who works for you, works for you, works for you every single day.

(Variation - Encourage children to think of other names for the "family support system" and the "community support system" groups to add to this song.)



Evaluation

The following questions may be administered orally:

1. All families are alike?
   a. true
   b. false
   c. I don't know.

2. A stranger is?
   a. an older person
   b. a person that you do not know
   c. I don't know.

3. Assertiveness means?
   a. saying "no" and being firm
   b. letting other people tell you what to do
   c. I don't know.

4. Should chidren keep secrets about suspicious people (confusing, funny or uneasy feelings) about a child, teenager, or adult?
   a. yes
   b. no
   c. I don't know

5. If someone offered you a "bad" drug, you should say "NO"!
   a. true
   b. false
   c. I don't know

6. Should you take medicine or "good" drugs alone?
   a. yes
   b. no
   c. I don't know

7. Name two "good" drugs.

8. Name two "bad" drugs.

9. Name three persons in the "family support system."

10. Name three persons in the "community support system."

References

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Kingore, B.W. and Highbee, G.H. We Care: A Preschool Curriculum for Children Ages 2-5. Glenview, Illinois, 1988.

Lasher, M.G. and Others. Helping Young Children Learn. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976.

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I'm Me, I'm SPECIAL

BEST COPY AVAILABLE

UNIT FIVE
"I'M ME, I'M SPECIAL"

The curriculum unit, "I'm Me, I'm Special," is a collection of activities designed to assist children in developing their self-image and self-concept, through stimulating an awareness of the uniqueness of each child and encouraging him to acknowledge these special feelings. Another focal point of the activities is to increase the child's awareness of the existence of substance abuse around him, because the child needs to be able to make decisions for his best interest based on his feelings of self-esteem.

Inasmuch as this curriculum is directed toward three to five year olds, with specific emphasis on substance abuse, many question whether such intervention targeted at three to five year olds is premature. However, Odgen and Germinario (1988) in their discussion of the at-risk student suggest that "[f]or the student in school the route is continuous in time, from kindergarten to graduation)." In fact, they suggest that such curricula are sound. Thus, all efforts must be expended to address the problems that surround a nation at-risk from substance abuse.

The beginning of a resolution to such an exacerbating problem is early intervention with young children. Part of the solution is to assist with the development of self-image and self-concept, so that the opportunities for continuous filtration of substance abuse in the communities in this nation can be eliminated. Noted Harvard associate professor and psychiatrist, Dr. Alvin F. Poussaint says, "The critical ingredient in self-esteem....is helping your child develop a sense of mastery over himself and his environment." (Fitzgerald, p. 53.) This is especially important in the advent of substance abuse problems.

OBJECTIVES FOR THE "I'M ME, I'M SPECIAL UNIT":

The child will:

-- develop skills in making decisions and choices independently;

-- recognize his uniqueness;

-- formulate a good self-concept;

-- develop a sense of identity;

-- learn more about his positive traits and the positive traits of others;

-- evaluate his importance to himself and others;

-- develop an increased knowledge of the harmful effects of substance abuse;

-- increase the child's understanding that a healthy body is important to a healthy mind.

ACTIVITIES FOR THE "I'M ME, I'M SPECIAL" UNIT:

The activities which follow will provide a multi-sensory, eclectic approach to achieving the unit objectives.

Teacher Preparations for the Unit

1. Utilize Small Group and Direct Instruction.

   a. Review the objectives for the unit.
   b. Lead class discussion on the materials outlined in the unit.

2. Teacher introduces each activity to the children.

ACTIVITY: "SELF PORTRAIT: I'ME, I'M SPECIAL!"

TOPIC: SELF-IMAGE

LOCATION: ART CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Collect the following materials: manila paper, plain white paper, pencils, crayons, instant water color markers.

2. Use chalkboard or large poster to write that each child is special.

3. Identify reasons why people are special.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Have each child state why people are special. Have him state why he is special. Allow the children to say together after each child speaks that "Mary is Special, John is Special...." Write on chalkboard.

Continue the discussion telling the children that they will draw a picture of themselves and that the pictures will be made into a class book.

Ask children to decide what materials they will use. Students should be encouraged to talk about their pictures as they draw. Encourage them to repeat (affirm) that "I'm Me, I'm Special!"

Write their comments on the plain white paper. Attach them to the drawing.

Laminate or cover the drawings. Compile into a book entitled I'M ME, I'M SPECIAL. Place in book/library center.

SETTING UP THE ACTIVITY IN THE CENTER

Place manila paper, plain white paper, pencils, crayons, and instant water color markers in the art center where they are accessible for children.

Place plain white paper and pencils nearby for teacher access.

ACTIVITY: "IT'S MY BODY AND MY SPECIAL PARTS!"

TOPIC: SELF-IMAGE

LOCATION: DISCOVERY CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Provide these materials: petroleum jelly, Q-tips, paper towels, red, green or blue construction paper, and non-breakable mirrors.

2. Table for prints.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Introduce to a small group of 4-5 children. Have children locate these body parts: nose, chin, and elbow.

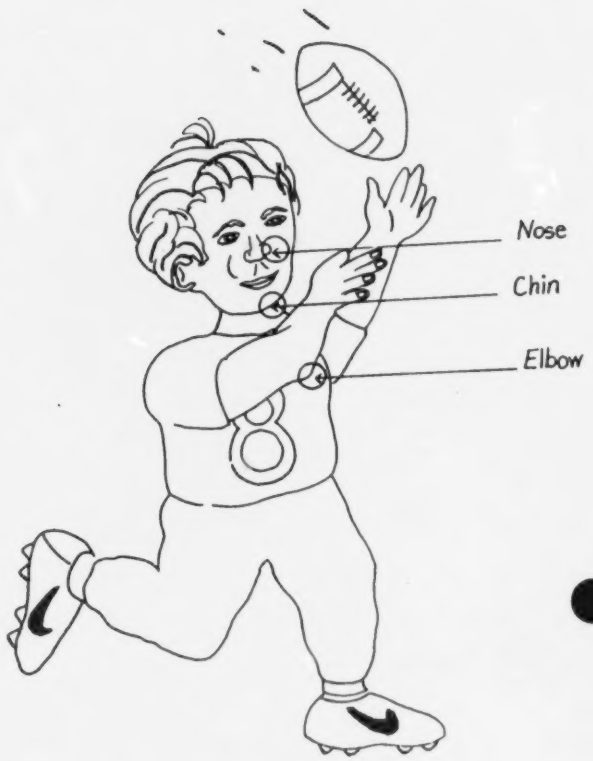
Ask children to look in the mirrors at their nose, chin, and elbow and compare their body parts with others. Talk about the uniqueness of each part.

Discuss with the children that a drug-free, healthy body makes them feel good and it allows them to do many things well, i.e., running, dancing, walking, throwing balls, exercising.

Demonstrate how to apply the petroleum jelly with the Q-tips. Press on construction paper to make a print.

Label prints with individual children's name and body parts. Use paper towels to wipe off the jelly after the prints have been made.

Encourage the theme of the activity -- "IT'S MY BODY AND MY SPECIAL PARTS!"



SETTING UP THE ACTIVITY IN THE CENTER

Place petroleum jelly, Q-tips, paper towels, construction paper, and mirrors on a shelf easily accessible for children.

Set up table(s) where prints can be made.

5A-4

ACTIVITY: "MY HOME IS WHERE I LIVE"

TOPIC: SELF-IMAGE

LOCATION: BLOCK CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Provide these materials: unit blocks, plain white paper, cardboard, crayons, instant water colors, tape for signs, pencils, and wooden figures for family members.

2. Photograph structure if instamatic camera is available.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Tell the children that they are going to build their own house, apartment or trailer with blocks.

Show and tell the children how they can use the wooden figures.

Ask children what blocks they will use and give hints such as: "Show me where you eat." "Where do you keep your toys"? "Show me the doors where you go out to the street."

Have students put family members in the home. Talk about the family home.

When each structure is completed, label on the cardboard, "Mary's home, John's home." List family members too.

Tape the label and write comment on the structure. Photograph the structure if instamatic camera is available.

SETTING UP THE ACTIVITY IN THE CENTER

Place family figures in a container on a shelf adjacent to the unit blocks.

Place paper, cardboard, crayons, instant water colors, pencils, and tape nearby. For teacher use, place camera nearby.

ACTIVITY: "A COLLAGE: IT'S MY YARD, IT'S ME!"

TOPIC: SELF-IMAGE

LOCATION: ART CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Ask children the day before this activity to collect items from their yard (grass, twigs, rocks) to bring in to make a collage.

2. Discuss: (a) what kinds of things to look for, (b) what things are dangerous, (c) what rules should apply (i.e., don't pick others' flowers, ask an adult if unsure what something is).

3. Provide a small bag with each child's name and send a note to the parents encouraging them to participate with the child by collecting the items.

4. Provide these materials for the collage: cardboard, paper, glue, and tape.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Allow children in small groups to show items they collected.

Encourage them to share how they found them and why they chose the items.

Show the children the cardboard placed in the center with glue for them so that they can make a picture using their items.

In the center, ask the children what they will use in this picture and how they will arrange it. Encourage them to arrange it any way they would like.

Label their comments as the pictures are complete.

Display and discuss all pictures. Repeat several times during the activity -- "It's My Yard, It's Me!"

SETTING UP THE ACTIVITY IN THE CENTER

Place paper, glue, and tape on large tables for children's use in making the collage.

(5A-6)

ACTIVITY: "I LOVE ME" SONG

TOPIC: SELF-IMAGE

LOCATION: MUSIC CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Prepare a large poster with the "I Love Me" Song (see appendix).

2. Place the poster up in the class the day before the activity so that the students will begin to learn the words.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Explain to the children that they are going to create their own song, but they will not have music. Ask them how they think they will do this.

List on the board the ways the children have suggested.

Assign each child a method to contribute to the musical activity. These are: whistling, humming, hissing, snapping fingers, stamping feet, clicking tongues, blinking eyes, singing, speaking, thigh slapping, head tapping, head nodding, gasping, and sh-h-h.

This activity will allow them to relate the music activity to a rapping rhythm. As they all participate with their parts, then ask those who shall sing the words to begin.

Begin the song several times to allow the children to try different methods of musical/rhythmic contribution.

ACTIVITY: "I'M ME, SEE ME IN MANY WAYS!"

TOPIC: SELF-IMAGE

LOCATION: DISCOVERY CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Collect these materials: mirror, dark container filled with water, polished spoon, silver foil.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Explain to the children that they are going to look at themselves in a variety of ways. The teacher should demonstrate how each object reflects differently and then let the children play with them.

Encourage the children to experiment by pulling faces and by moving and/or distorting the reflective surfaces, i.e., dropping something into the bowl of water to create ripples.

The teacher should encourage the children to talk about the different reflections they see, which ones they prefer and why.

The teacher should explain that even though the children can see themselves in many ways, reflections are them, and they can be special in many ways.

ACTIVITY: "SEE ME, I'M DRUG FREE!"

TOPIC: SELF-IMAGE

LOCATION: ART CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Secure non-breakable mirrors for the house center or ones that can be stood on a table.

2. Provide several colors of instant water colors (i.e., Mr. Sketch, overhead projector pens, vis-a-vis brand) and wet sponges.

3. Provide newsprint and paint cover ups.

4. Identify effects of substance abuse.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Begin a discussion with children about the effects of drugs. Indicate some effects.

Discuss how they might feel if they used drugs. Ask questions like "How might your eyes look if you smoked cigarettes"? "How might your stomach feel if you drank alcohol"? "Which colored markers might you use for red eyes"? "What about your stomach"? "Your heart"? "Your (chest) lungs"?

Tell children how they will draw themselves as they think they may look if they used drugs. Then draw themselves saying "See Me, I'm Drug Free!"

Teacher can demonstrate how markers can be used and how drawings can be wiped off.

Allow time for children to draw facial features and body parts that include their hands, legs, fingers, stomach.

SETTING UP THE ACTIVITY IN THE CENTER

Set up the non-breakable mirrors in the center. Put markers and sponges in a small plastic container beside the mirrors.

Put newsprint in a plastic container close to the mirrors. Hang the cover-ups near the activity.

ACTIVITY: "I'M A TV STAR, I'M FAMOUS!"

TOPIC: SELF-IMAGE

LOCATION: DRAMATIC PLAY CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Get a large cardboard box with enough space for two children to get inside to stand or sit up at the same time.

2. Cut out an area of the cardboard to serve as a TV screen.

3. Paint the box with liquid starch mixed with dry tempera paint. Decorate to look like a TV set.

4. Make a microphone or use an actual cordless microphone. To make a microphone, use a cone shaped piece of cardboard and place a small rubber ball on top. Glue or tape the ball to the cardboard. Paint with a liquid starch/dry paint mixture.

5. Provide snacks for the children watching TV -- popcorn, nuts, apples. Each child should have his own snack.

6. Provide chairs, child-sized rockers, blankets, bean bags, or pillows for children viewing.

7. Record with tape recorder. This can be played later.

8. Parent participation is recommended.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In a small group tell children about the TV set and that they will be on TV. Explain that two children can do this at a time. One will hold the microphone and the other will interview.

Explain further that the child that is being interviewed may tell such things about himself like his favorite toy, best friend, family, favorite TV program, favorite games, favorite movie star, favorite song.

If the interviewer has trouble beginning, suggest that he begin with statements like: "This is my friend, John. John is Special!" "John, what do you like to do"?

Creativity should be encouraged here. For others, the caregiver should say we have now switched to another station. During the activity, the caregiver should encourage children to ask other important questions like: "What would you do if a stranger tried to give you candy?" "What would you do if someone tried to give you a cigarette?" "What would you do if someone gave you drugs?" "Who would you tell?" "What could you say?"

The caregiver should also, if appropriate, ask: "What would you do if someone touched you and it didn't feel good/nice"?

Ask the children what TV personalities have they seen on TV who say eat "good" foods, exercise, who also talk about healthy bodies, etc. Solicit a response like Big Bird on Sesame Street, and others.

After all the children have participated, allow them to talk about their real life TV stars and why they like them. Ask them which ones they have seen on TV who say "JUST SAY NO TO DRUGS" or "EAT HEALTHY!"

SETTING UP THE ACTIVITY IN THE CENTER

Place the TV and microphone in the center. Also place chairs, child-sized rockers, blankets, bean bags, and pillows for children viewing.

Provide individual bags of snacks.

ACTIVITY: "LOOK AT ME, I'M MADE OF BLOCKS AND DRUG FREE!"

TOPIC: SELF-IMAGE

LOCATION: BLOCK CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Use unit blocks for this activity to include curved and rectangular blocks.

2. Provide these materials: manila paper, newsprint, tape, pencils, crayons, and instant water color markers.

3. Place a small table in the center for space to draw faces and clothes. Place materials there.

4. Provide ample space to make figures on the floor.

5. Use an instamatic camera if available.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Demonstrate unit blocks in a small group. Ask children how they would make a person out of blocks.

Allow children to show how they would construct a figure.

Explain that you want them to make themselves out of blocks. Remind them that even though they are made out of blocks, they must be "Drug Free!"

Tell the children they may use paper and crayons to make faces and clothes for the figures. Encourage children entering the center to share their plans. Ask questions such as: "What will you use?" "How will you make yourself out of blocks?"

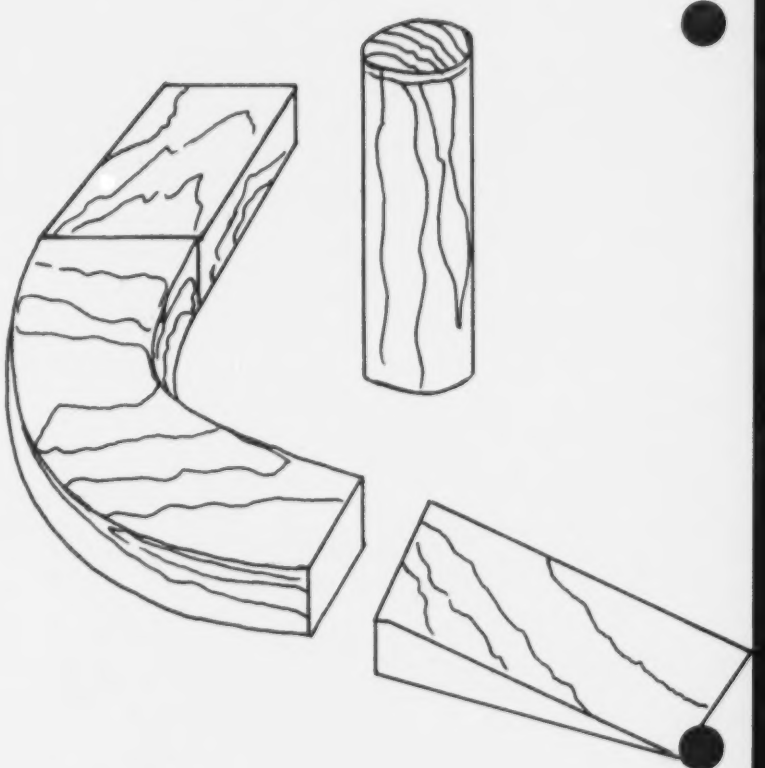
Write their comments down. Label the completed figure. Photograph if possible.

Laminate or cover the photographs with clear plastic. Attach comment with the picture. Compile and place in a book entitled LOOK AT ME, I'M MADE OF BLOCKS AND DRUG FREE. Encourage children to repeat (affirm) the theme throughout the activity.

SETTING UP THE ACTIVITY IN THE CENTER

Place a small table in the center or adjacent to the center so that the children will have space to draw faces and clothes.

Put paper, tape, pencils, crayons, and instant water color markers on the table.



ACTIVITY: "FINGERPRINTING: IT'S MINE AND MINE ALONE!"

TOPIC: SELF-IMAGE

LOCATION: DISCOVERY CENTER
SCIENCE CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Reproduce the pattern, IT'S MINE AND MINE ALONE!" (see appendix)

2. Get a stamp pad or prepare a thick tempera paint mixed with liquid starch to the consistency of pudding.

3. If paint is used, pour over a sponge in a small container and use paint sparingly.

4. Get hand held magnifier or free standing magnifying glass for this activity.

5. Provide paint cover-up for each child. Make provisions for washing hands after the activity.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In a small group, explain to the children that there will be a stamp pad in the Science Center along with paper for making fingerprints. Show these items.

Ask children to look at their fingers under a magnifying glass and compare them with each other. Provide ample time.

Ask children if they know why fingerprints are used. Tell the children that fingerprints are used to find missing and kidnapped children. Fingerprints are also used to find persons who break the law.

Encourage them to make their fingerprints on the paper provided and then to compare to actual fingers.

Allow children to trace their hands and then put fingerprints at the tip of each finger outline or make individual prints on the page.

Put each child's name on his print. Allow time for children to compare and to share prints.

SETTING UP THE ACTIVITY IN THE CENTER

Place stamp pad or paint pad along with individual fingerprint pattern pages and pencils on a table in the center.

Provide paint cover-ups for each child. Also, make provisions for washing hands after finger prints are made.

NOTE: A reinforcement activity would be to request the local law enforcement division to come and fingerprint each child. "Child Safe Kits should be used. Make sure the children see fingerprinting as a positive."

ACTIVITY: "I'M ME, I'M CLEAN!"

TOPIC: SELF-IMAGE

LOCATION: HEALTH/SAFETY CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Collect these items wrapped in a package: washcloth, bar of soap, hand towel. Other items include basin of warm water, a sponge to wipe off excess water, and a bowl of water for each child.

2. Place supplies on a table for children to see.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Place on the table three separately wrapped packages: one containing a washcloth, one containing a bar of soap, and one a hand towel.

Say, "In each of these packages I have something I used this morning before I got ready to come to school. Each one of these is something you can use every day here in class."

Have three children open the packages. As each package is opened, ask the children to name what was in the package. After each of the three has been opened, ask the children to tell you what you did with each article that morning.

Ask each child to tell when he washes (when he gets up in the morning, before eating, and when he comes in after getting soiled in outdoor play).

Then help the children determine the steps in the washing process (wet face and hands with water, rub soap on face and hands, use washcloth to rub face and hands and rinse off with clear water, use towel to wipe off water from hands and face). As each step is discussed have a child demonstrate that step with the appropriate washing article.

Have an individual child demonstrate the chain of washing responses as the caregiver names them. Then hand each child a bar of soap, a washcloth, and a towel. Put a bowl of water in front of each child. Say, "It's your turn to practice washing yourself." Remember to wet your face and hands with water, rub soap on your face and hands, use a washcloth to rub your face and hands, rinse off the soap with clean water, and use the towel to wipe off your hands and face just the way Johnny did."

As the children practice, give verbal praise and reinforcement for each part of the performance. For example, "You are rubbing very well," "That's much better," and "Doesn't that feel good, now?"

Encourage children that a healthy body is a clean body. State during the activity, "I'm Me, I'm Clean." For further application, have children wash their faces before snack or lunch the same day and on several days following the lesson. Keep the provisions for daily application. Continue with verbal praise for mastery and repeat the activity theme, "I'm Me, I'm Clean!"

SETTING UP THE ACTIVITY IN THE CENTER

Wrap in packages for each child a washcloth, a bar of soap, and a hand towel.

Provide a basin of warm water and a sponge.

ACTIVITY: "AIR AND I ARE ME!"

TOPIC: SELF-IMAGE

LOCATION: DISCOVERY CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Wrap several boxes of various sizes and shapes as gifts.

2. Identify reasons and concepts for air.

3. Identify reasons for air for a healthy body.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Allow children to explore the boxes in any way except to open them.

Ask the children to determine what may be in the boxes. Encourage them to think about something we all need. Ask questions such as: "What do we need to live?" "What keeps us healthy?"

Allow children to open their boxes. More teacher facilitation and probing may be required to initiate the answer "air."

Encourage students to give examples of the importance of air like: (a) air is part of the earth, (b) air is all around us, (c) air takes up space, and (d) animals, people, and plants need air.

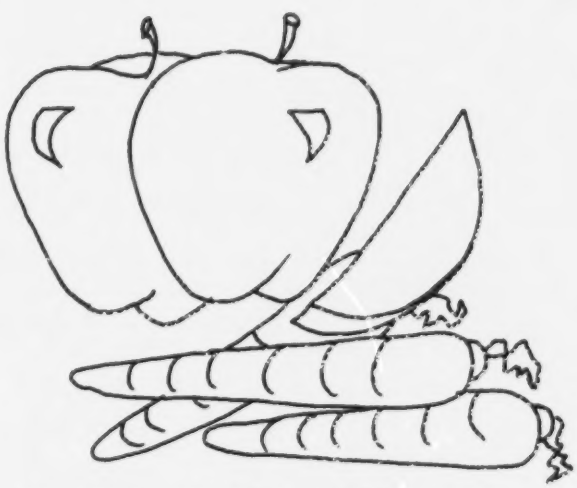
Then, have children hold their hands close to their mouths and noses to feel the air as it is exhaled. Have children put their hands on their chests to feel their chests (lungs) expand and contract as air is inhaled and exhaled.

Discuss with the children what the effects that smoking, alcohol, cocaine, marijuana and other substance abuse can do to their bodies, especially their breathing.

Encourage the activity theme -- "Air and I are Me!"

SETTING UP THE ACTIVITY IN THE CENTER

Wrap several boxes of various sizes and shapes as if they were gifts.



HEALTHY FOOD: APPLES and CARROTS

ACTIVITY: "IT'S MY DAY, IT'S MY BIRTHDAY!"

TOPIC: SELF-IMAGE

LOCATION: DRAMATIC PLAY OR HOUSE CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Collect these materials: pencils, glue, construction paper, scissors, crayons, birthday napkins, paper plates, cups, candles, large margarine tub or ice cream carton, Ivory flakes, glycerine, tinted macaroni, aprons, milk jugs, cooking utensils, table knives and cake pans. **It is strongly recommended that parents of the birthday child participate in this activity. They should be requested to provide the materials for this activity. The caregiver may even wish to assign parents for particular items.**

2. Mix Ivory Snow or flakes with a few drops of glycerine. Add water while mixing until like icing consistency. Put in a large bowl. Glycerine is optional.

3. Place "icing" mixture on a table with table knives.

4. Allow children to secure other supplies and materials from other centers to encourage creativity.

5. Invite parents.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Begin with: "Today, we've set up a special center for those who have birthdays in this month!" "Birthday, It's Your Special Day!"

Then, name the children and tell ages. Encourage others to say: "Happy Birthday, It's Your Special Day!"

Continue with "We want to have a birthday party for John, Charles, Mary."

Show the children some of the items that will be available in the center to prepare.

Ask them to be thinking about a birthday party that would be healthy, happy, and fun. Then ask them "What would we have at that party?"

Explain that when the party is ready, they need to bring the birthday children to the center for a celebration.

In the center, assist the children to begin by asking, "What are you going to do first for our birthday party?" "What will you do next?" "What will you do after that?" "What else could we have?" Allow the children to plan themselves. They may wish to divide into smaller groups for preparations.

As each group completes preparations, a party should be held for those children.

SETTING UP THE ACTIVITY IN THE CENTER

Prepare a table for a work area. Organize, where easily accessible, all supplies for children.

Place "icing" mixture on a table with table knives.

NOTE: Be sure to celebrate all of the birthdays by the end of the year. Set up this center at least once a month.

ACTIVITY: "PUZZLES OF CHILDREN"

TOPIC: SELF-IMAGE

LOCATION: MANIPULATIVE CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Make copies of the patterns of four children. Each child's pattern must be assembled (see appendix).
2. Mount each child's pattern on a piece of cardboard.
3. Color all pictures of children. Cut into puzzles.
4. Laminate or cover each piece with clear plastic.
5. Put the pieces of each puzzle into a separate container.
6. Provide table or adequate carpeted floor space for the puzzle assembly.
7. Make copies of each puzzle (see appendix) for use by the children.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Show the puzzles to the children and tell them that they will be in the manipulative center.

In the center, allow the children to choose any puzzle. Ask children, "Why did you decide to use this puzzle?"

SETTING UP THE ACTIVITY IN THE CENTER

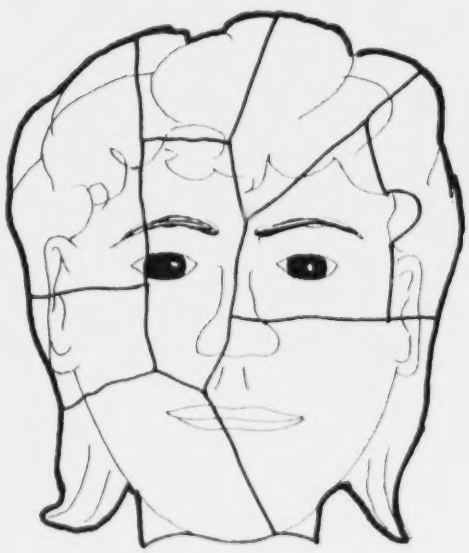
Place each puzzle container in the center where it is accessible to the children.

Carpeted floor space or table space large enough for puzzle assembly should be provided.

Related Activities

Obtain pictures of each child. Mount and make into puzzle.

Obtain pictures of community helpers, people to tell when children have problems, large lettering for "JUST SAY NO!" and "I LOVE ME!", mount and make into puzzles.



ACTIVITY: "I CAN PRETEND I'M GROWN UP"

TOPIC: SELF-IMAGE

LOCATION: DRAMATIC PLAY CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Collect hats, shoes, coats, dresses, gloves, neckties, scarves, vests, belts, etc. **It is recommended that a note be sent home to parents and allow them with their children to select and collect the materials needed for this activity. Invite parents. Parent participation is recommended.**

2. Hang these items on the back of a shelf or on a rack so children can see the variety from which they can choose.

3. Provide non-breakable mirrors.

4. Provide an instamatic camera for photographs.

5. Record the dramatic play if recorder is available.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Prior to this activity take children on neighborhood walks and point out people at their jobs and read stories about people at work.

Show them some of the clothes. Talk about dressing up like adults and pretending to be grown. Ask them what would they be like if they were grown.

Ask them to dress up and pretend they are grown up. Ask them "what they think a good grown up is like?" Encourage them to pretend to be this person.

Children should engage in conversations as they select their clothing and talk about why. Write down their comments.

During group time, each child should model his clothes and talk about who he is and what he plans to do. Allow all children at each individual presentation to parade around as if in a parade.

Photographs can be taken and placed in a scrapbook.

SETTING UP THE ACTIVITY IN THE CENTER

Hang up all the dressing items in the center.

Place a large mirror and camera (optional) in the center.

ACTIVITY: "OUR HANDS AND FEET ARE DRUG FREE!"

TOPIC: SELF-IMAGE

LOCATION: MANIPULATIVE CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Reproduce patterns of the hands and feet (see appendix).
2. Color duplicate pictures the same.
3. Mount each pattern on cardboard and cut out each picture.
4. Cover with clear plastic or laminate each picture.
5. Place all of the pictures in a plastic container.
6. Provide these materials: manila paper, butcher paper and crayons.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In a small group have children look at their hands to compare sizes with everyone else.

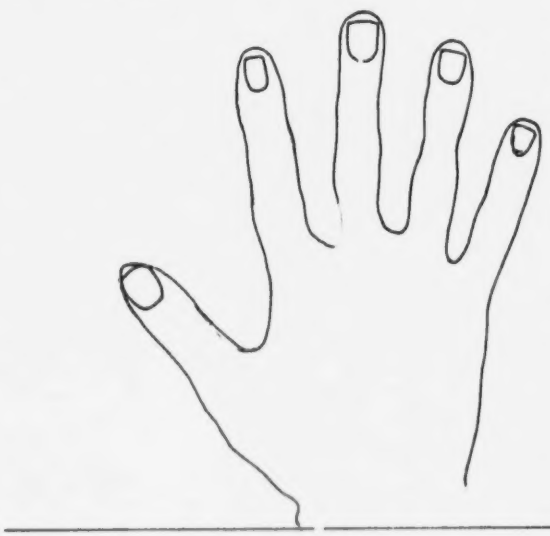
Have children rearrange their hands in order from smallest to largest on the butcher paper on the floor. Allow them to trace hand shapes in this order. Label each shape with the child's name. Repeat this activity for their feet.

Show children the collection of patterns of feet and hands. Have the children put these in order from largest to smallest.

Allow the children to trace their own hands with the patterns. As the children trace their own hands, feet, allow them to repeat (affirm) that "OUR HANDS AND FEET ARE DRUG FREE!"

SETTING UP THE ACTIVITY IN THE CENTER

Place patterns in a plastic container accessible to children. Place 1 or 2 yards of butcher tape on the floor on on a table along with crayons.



ACTIVITY: "KNOW ME, KNOW US---I'M SPECIAL, WE'RE SPECIAL!"

TOPIC: SELF-IMAGE

LOCATION: DISCOVERY CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Collect these materials: yarn, white construction paper, and magazines.

2. Divide the bulletin board into 4 to 8 large squares with yarn.

3. Divide a similar section for caregiver in some other designated area, perhaps near the teacher's desk and place things like a baby picture, an art picture, an award, a puzzle, etc. on it.

4. Provide an instamatic camera for photographs.

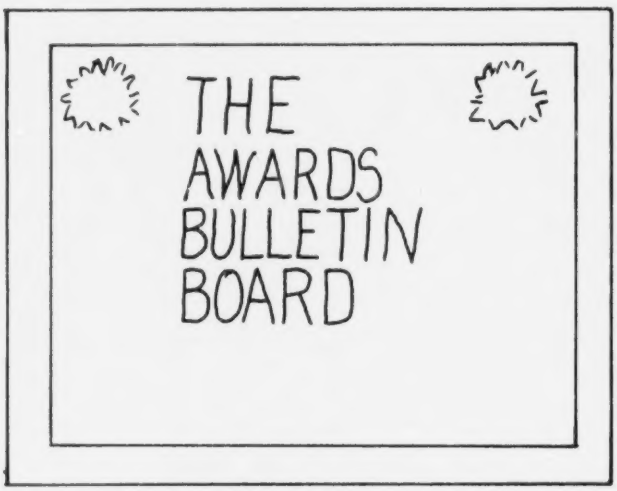
TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Discuss with the children that each person is important and that we're going to learn more why we are special and why others are special too.

Tell the children that each child will have a week to decorate the bulletin board with anything that he wants to share -- his baby picture, a good test, an art picture, a hobby, an award, a puzzle.

Be sure to explain that all children will have an opportunity to decorate a portion of the bulletin board.

Photograph with an instamatic camera and place in book entitled KNOW ME, KNOW US---I'M SPECIAL, WE'RE SPECIAL!



SETTING UP THE ACTIVITY IN THE CENTER

Place yarn, white construction paper, and magazines in the center where children can easily use them.

ACTIVITY: "I'M COOL! I'M RELAXED!"

TOPIC: SELF-IMAGE

LOCATION: HEALTH CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Provide a chart on body parts that include the head, hands, arms, legs, and feet.

2. Identify parts of the body.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Ask children what are the functions of our body parts like our head, hands, arms, legs, and feet.

Discuss with the children that it is often important that we all relax and sit quietly sometimes. But, before they relax today, they are going to do a little activity that will make them want to relax.

Allow children to guess what they will do.

After identifying parts of the body (head, hands, arms, legs, and feet), shake each vigorously and then shake the whole body. Do this for several minutes.

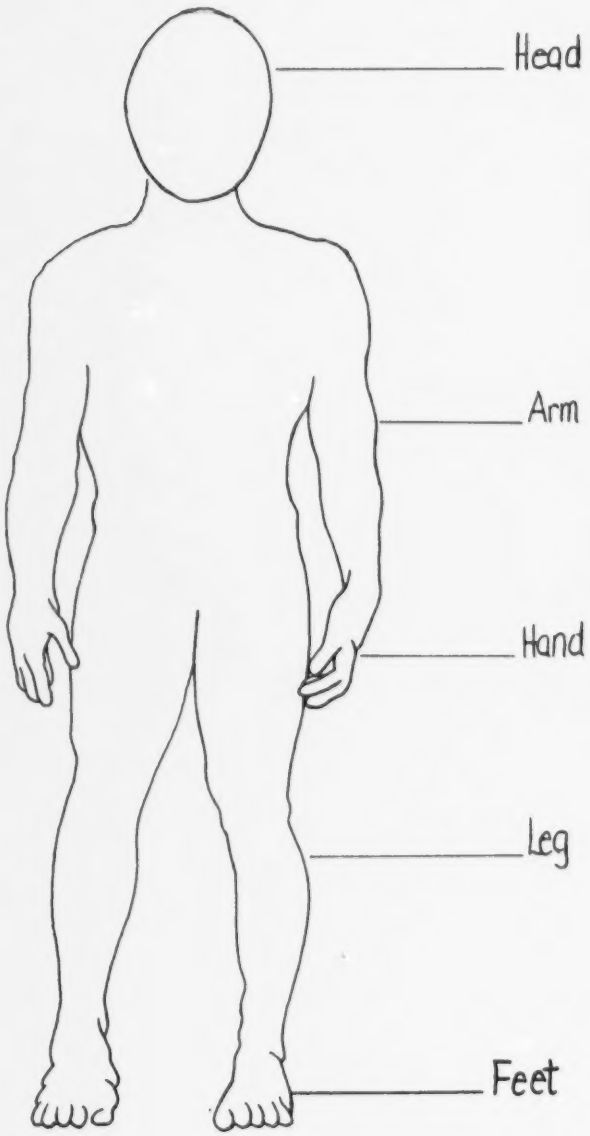
Then get the children to sit down quietly, experiencing the feeling as their bodies relax. Allow about 10 minutes for this relaxation state.

Discuss this experience and how it is actually resting and not being lifeless.

Encourage the children to think about other occasions when they would relax.

SETTING UP THE ACTIVITY IN THE CENTER

Provide a chart of the body parts to include the head, hands, arms, legs, and feet.



(5A-19)

"I'M ME, I'M SPECIAL"

END OF UNIT QUESTIONS/EVALUATIONS

1. Who is the most important and special person to you?
2. Give three reasons why you are special.
3. Why is your body and your special parts special?
4. Why is your home special?
5. Who are special members of your home?
6. What are special things about your yard?
7. What might drugs do to your breathing (chest/lungs)? What about your stomach? Your heart? Your eyes?
8. What are two good reasons for fingerprinting?
9. What does a clean body mean? When would it be appropriate to wash (clean) yourself?
10. Why do we need air?
11. What are other uses of air?
12. Tell me three ways in which you might relax.

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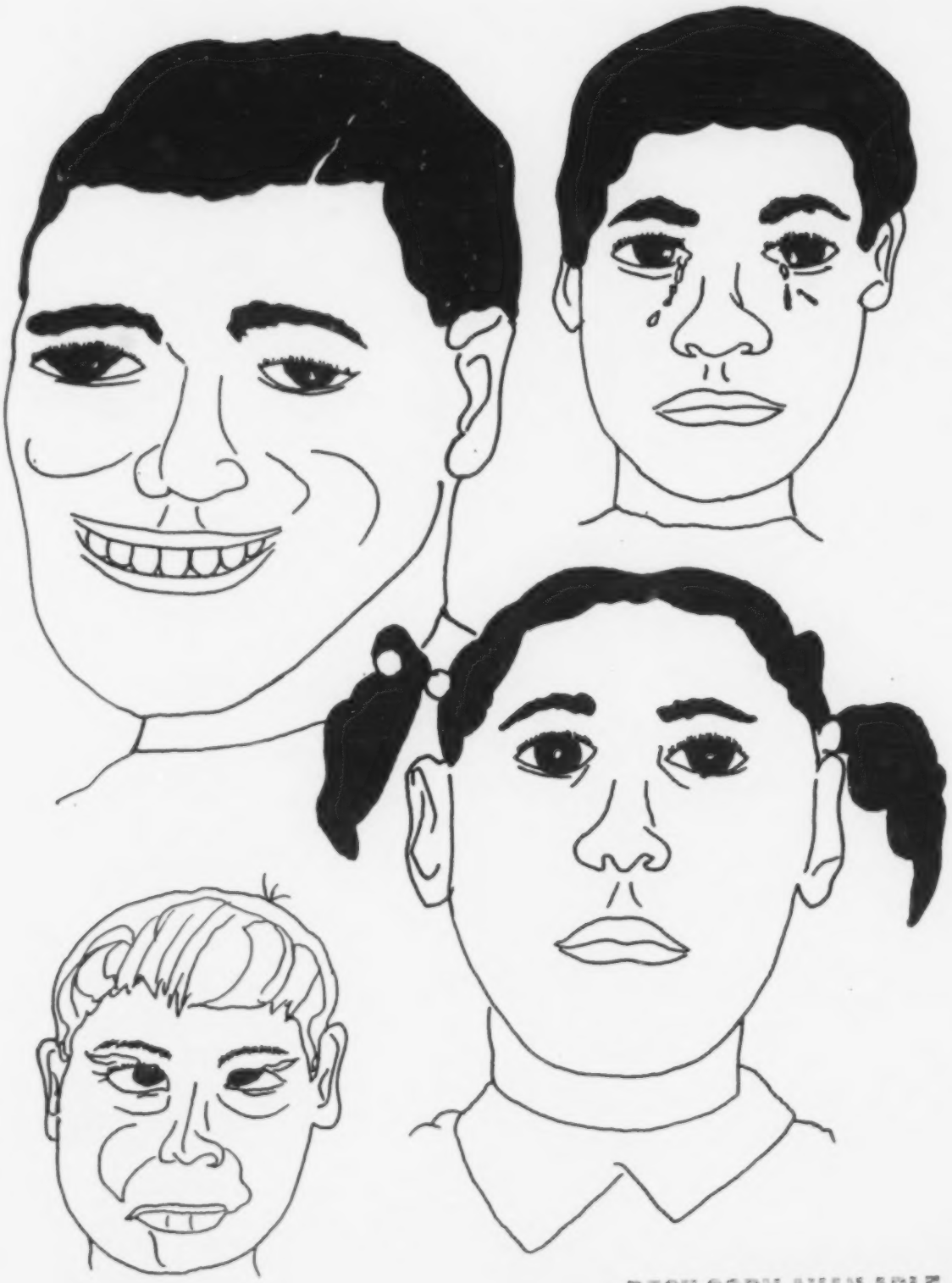
Discovering My Feelings



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UNIT SIX

"DISCOVERING MY FEELINGS"

Eliason and Jenkins (1977) affirm that "The importance of the child's self-image cannot be overestimated." Certainly the way children emotionally see themselves influences how they see others." For that reason, "Discovering My Feelings," a curriculum that focuses on the positive development of self-image through feelings, is extremely important in any kindergarten, pre-school or elementary class.

In fact, Eliason and Jenkins (1977, p. 69) further state that:

> "The self-images of children are developed positively as they learn more about themselves and have numerous successes resulting in increased confidence and a sense of self-worth, which, in turn, tend to give children feelings that they are important to others and are attributes to society. At the same time, children also develop feelings of the importance of and need for others...."

And since early in life children become aware of their physical selves as they discover and explore their fingers, tongues, and other parts of their bodies, they must also become aware of their inner selves as well. Early childhood educators play a significant role in this area and much emphasis is placed today on the affective domain.

OBJECTIVES FOR THE "DISCOVERING MY FEELINGS" UNIT:

The child will:

- recognize, accept, and talk about feelings like happiness, sadness, anger, surprise, etc.
- demonstrate appropriate behavior for feelings that are negative
- experience feelings without affecting others
- become more sensitive to the needs and feelings of others
- understand the importance of sharing, caring, and cooperation
- think through problems that feelings generate for positive solutions
- understand the importance of releasing negative feelings and center on positive feelings
- increase understanding that good feelings are not associated with substance abuse.

ACTIVITIES FOR THE "DISCOVERING MY FEELINGS" UNIT:

The activities involve an eclectic approach for achieving the unit objectives.

TEACHER PREPARATIONS for the Unit

1. Utilize Small group and Direct Instruction.
   a. Review the objectives for the unit.
   b. Lead class discussion on the materials outlined.

2. Teacher introduces each activity.

ACTIVITY: "MAKE HAPPY PAINT; MAKE ANGRY PAINT"

TOPIC: FEELINGS

LOCATION: ART CENTER

DIRECTIONS:

TEACHER PREPARATION

1. Gather these materials: small, open containers, liquid tempera paints (include bright colors like yellow, pink, light blue, white, and dark colors like black green, red and purple), plastic spoons, empty containers for mixing paint that must be used at the easel after mixing, paper towels, art easel, paint cover-ups, paper to paint on pictures of happy and angry people from magazines and other sources.

2. Mount magazine pictures on cardboard, cut out and laminate or cover with clear plastic.

TEACHER INTRODUCES THE ACTIVITY TO THE CHILDREN

Show a group of children pictures of happy people and angry people. Give each a picture to hold of the two.

Tell the children "Sometimes we feel angry and sometimes we feel happy!" Indicate that they may look like the faces handed them depending how they feel.

Talk about what makes people angry and what makes them happy. Ask children what they do in each of these cases. Please be sure to explain that anger is a natural feeling, but we must learn how to express it appropriately. Talk about how to express these two emotions (feelings).

Introduce a new verse to the song "If You're Happy and You Know It! They can sing both versions for anger and happiness.

"If you're angry and you know it, tell us so, I'm mad!
If you're angry and you know it, tell us so, I'm mad!
If you're angry and you know it, then you're face will surely show it,
If you're angry and you know it, tell us so, I'm mad!"

Tell them today in the Art Center they're going to make happy paint and angry. Inform them that colors like black, red, purple, green, brown can make angry colors when mixed together.

After they have mixed the colors together, they can use it at the easel.

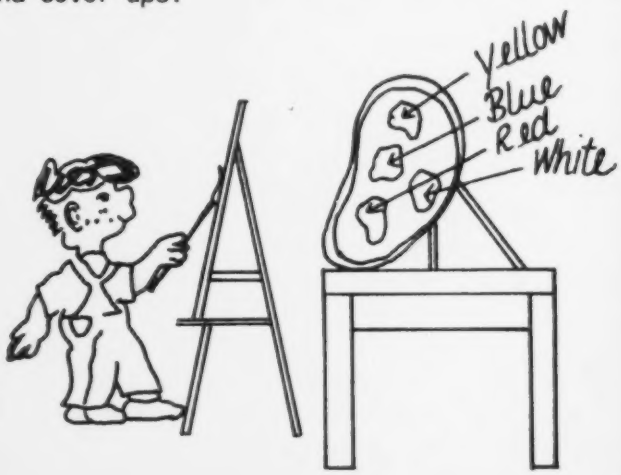
It is extremely important that the caregiver emphasizes and reinforces positive behavior. Encourage them to always release angry feelings as soon as it is possible to do so.

While in the center, ask children what makes them angry and how do they plan to make angry paint?

SETTING UP THE ACTIVITY IN THE CENTER

Place on a table paints with plastic spoons, empty containers and paper towels for paint mixing.

At the easel place paper, brushes and cover-ups.



ACTIVITY: "FEELINGS TABLE"

TOPIC: FEELINGS

LOCATION: ART CENTER

DIRECTIONS

TEACHER PREPARATION

1. Collect these materials: paper large enough to cover a table (you may use butcher paper), masking tape, scissors, assorted crayons, and containers for crayons like juice cans.

2. Cover a table completely with butcher paper in the art center. Securely fasten the table with masking tape.

3. Place crayons in a container in the center of the table.

TEACHER INTRODUCES ACTIVITY TO CHILDREN

Show a small group of children the table. Ask them how they feel today. Tell them they will draw how they feel on this table.

Discuss that we have many feelings. Tell them they can use the entire table to discuss any feelings they wish today.

Encourage children to begin their drawings. Write down their comments as they draw and tell you how they feel.

Talk about things they can do when they are angry, sad, happy, lonely, etc.

Make sure the children are confident that their comments are accepted. Set this as a ground rule for all the children participating.

Encourage as many feelings as possible. Display the feeling picture in the room for all to see.

SETTING UP THE ACTIVITY IN THE CENTER

Cover a table in the art center with butcher paper and fasten securely the paper with masking tape.

ACTIVITY: "WE'RE BUILDERS AND PARTNERS"

TOPIC: FEELINGS

LOCATION: BLOCK CENTER

DIRECTIONS

TEACHER PREPARATION

1. Materials for this activity are: paper, tape, pencils, unit blocks, and an instamatic camera (optional).

2. Collect magazine pictures. Laminate or cover all with clear plastic.

TEACHER INTRODUCES THE AGTIVITY TO THE CHILDREN

Tell the children that unit blocks will be used for this activity and that two of them will work together as builders and partners.

Show each magazine photo. Tell the children that together they are to choose something that they'd like to build.

Allow the children to pair off and select a picture to build. Allow children time to begin discussing their plans like where they will build, what blocks they will use, how high the structure will be.

When monitoring, talk to the children to note that it is an cooperative effort. Only intervene if a problem get out of hand. Later discussion will allow them to work through their problem(s).

After the children have completed the activity, ask the children to describe the experience. "How did you decide what to build?" "What did you do first?" How did it feel working with someone?" Be prepared to respond positively to negative feelings of those who did not work well together.

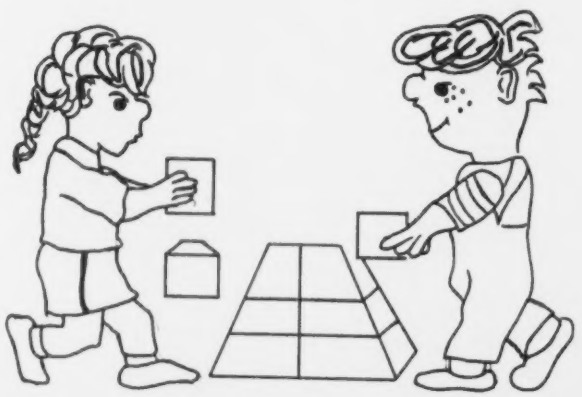
Discuss in situations where cooperative building was not so successful what could have been done. Allow the children to solve the problem and describe what they would do the next time.

Write on paper the comments. Photograph the structures where possible.

SETTING UP THE ACTIVITY IN THE CENTER

Place photographs of block sturctures from magazines in a separate, open plastic container on a shelf.

Place paper, pencils, tape nearby for the children and an instamatic camera for the teacher.



ACTIVITY: "I'M BUILDING A HAPPY PLACE"

TOPIC: FEELINGS

LOCATION BLOCK CENTER

DIRECTIONS

TEACHER PREPARATION

1. Provide unit blocks, manila paper and/or cardboard, and tape.

2. Use an instamatic camera to photograph the structures.

TEACHER INTRODUCES THE ACTIVITY TO THE CHILDREN

Explain to the children that all of us have feelings and we can be happy, sad, lonely, frighten, etc. But today, we are going to find someone in the class who has a smile on his face. Allow children time to look around the room.

Have children identify those classmates who are smiling. Ask each child "What makes you happy?" "Where were you when you were happy?" (location, building, etc.)

Have them name places where they were happy swing, pool, McDonald's, Grandma's, movies.

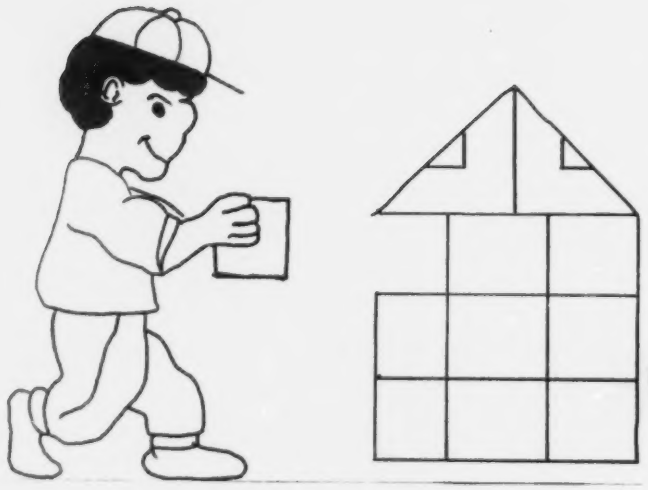
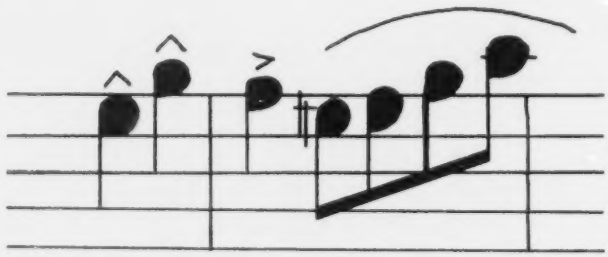
Tell the children that when they go to the block center, they must build a happy place. In the center ask them "What did you do there?", "Why did it make you happy?", "Tell me about it." Write down the comments.

Allow them to sing "If You're Happy and You Know it."

After each child has completed his happy place, label it and tape the label to the structure. Take pictures of the child and the structure. Make a booklet out of the picture and child's comments.

SETTING UP THE ACTIVITY IN THE CENTER

Place on the tabel in the center, paper, tape, and an instamatic camera.



ACTIVITY: "WE ARE SHARING"

TOPIC: FEELINGS

LOCATION: DISCOVERY CENTER

DIRECTIONS

TEACHER PREPARATION

1. Provide materials for sandwich preparation: bread, sandwich filling like peanut butter & jelly, bologna, or cream cheese, plastic knives, table knives for cutting sandwiches in half, waxed paper to use on the preparation area, paper plates, napkins, and large cookies.

2. Prepare a sign that will remind the children to wash their hands.

3. Provide these other materials: paper and pencils.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

In a small group with an even number of children, ask children to find a partner. When the partners are together, give one cookie to one of the partners.

Explain that the cookie is for both of them. Show them how to break the cookie into 2 pieces and then each one gets part of the cookie. Talk about how each felt. "What did you worry about when he divided the cookie?"

Show the children the sandwich fillers and bread. Explain that two children are needed to prepare one sandwich. Then when the sandwich is made it is to be cut in half and each child is to get a part of the sandwich. Explain to them that this is sharing and that we must share many times throughout the day at home, at work, at play.

Ask them to describe instances where people need to share.

Show the children the "Wash Hands" sign and tell them it will be at the entrance to the center to remind them to wash their hands before they enter to work.

Ask questions such as "What will you use to make your sandwich?" "What kind of sandwich will you make?" How are you going to do it?"

After the activity, ask about their feelings. All experiences may not be positive but ask "What would you change?" What would you do if someone did not want to share?"

SETTING UP THE ACTIVITY IN THE CENTER

Put supplies for making sandwiches on a table with paper and plastic products.

Provide a table where children can sit down, socialize and eat their sandwiches.

Put paper and pencil nearby.

ACTIVITY: "MIRROR, MIRROR"

TOPIC: FEELINGS

LOCATION: DISCOVERY CENTER

DIRECTION

TEACHER PREPARATION

1. Provide these materials: unbreakable mirrors, pictures of faces showing emotion from magazines.

2. Prepare magazine pictures by mounting on cardboard and covering with clear plastic or laminating.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Tell the children in the group that "You can show people how you are feeling with your whole body, but especially your face." Allow children to guess by making different faces.

Name some feelings for children like happy, sad, mad, surprised, mean, afraid. Each child should have a turn making a face and allowing others to guess what feeling it is. Ask, "What could happen to make you have a face like that?"

Show the mirrors and pictures and explain that this activity can be done with two children. Ask children to choose a partner. Give each child a mirror. Let each pair choose one face card.

Tell one child to look at the card and then into the mirror and try to imitate the face. Ask the partner to look at the other child's face and make the same one.

Allow the child to guess what the facial feeling is and ask "What makes you sad, happy, mean, afraid, angry?"

Explain that this activity will be in the Discovery Center.

Talk to the children about these expressions. Ask questions like "What makes you look like this?" If facial features imitate monster, ask them how they could be nicer rather than mean or nasty.

SETTING UP THE ACTIVITY IN THE CENTER

Place in individual containers the mirrors amd pictures of faces.

ACTIVITY: "HAPPY LIKE A CLOWN"

TOPIC: FEELINGS

LOCATION: DRAMATIC CENTER

DIRECTIONS

TEACHER PREPARATION

1. Gather these materiasl: clown hat, or assortment of funny hats, clown costume, oversized shoes, big socks, gloves, ruffle for around neck of clown's costume, big ties, aprons (Provide more than one of each. Send a note to parents and encourage them to send some of the materials needed).

2. Additional materials needed are: white make-up, red rouge, Q-tips, paper towels, cold cream, unbreakable mirrors. In lieu of makeup, a clown mask could be used.

3. Provide a full length mirror.

TEACHER INTRODUCES THE ACTIVITY TO THE CHILDREN

Ask the children to talk about what kinds of things make them laugh and how they feel when they laugh.

Tell the children that they are now going to form a human chain by lying on their backs, with each child resting his head on the stomach of someone else.

The first child in the chain says "ha," the second child says "ha, ha" and before long everyone is laughing.

Ask the children to tell what they think a clown is and what he might do. Tell the children that today they will have a chance to be a clown. Show some of the clown clothing. Allow the children to try on the clown's hat(s).

Teach the clown song to the tune of "I'm a Little Teapot."

"I'm a little clown, I'm short and fat,
Here is my tummy, here is my hat
I can do a trick, quick as can be,
I can do a trick, look at me"

In the center, ask the children "What do you plan to use?" What funny things will you do?" "How can you make someone laugh?"

SETTING UP THE ACTIVITY IN THE CENTER

Hang all the clown clothing and the masks on the back of a shelf or on a separate rack so children can see what is available.

If make-up is used, provide a separate table for all make-up items and some space from the clothing.

Set up the full length mirror.

ACTIVITY: "PLEASING PICTURES"

TOPIC: FEELINGS

LOCATION ART/DISCOVERY CENTER

DIRECTIONS

TEACHER PREPARATION

1. Collect pictures of different types of paintings, including abstract designs. Replicas of famous works like Michelangelo, Picasso, would later assist children in identifying these famous persons.

2. Collect pictures that children have done earlier to discuss with other paintings.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

If possible to set up Art Center like an art gallery, explain to the children that they are going to visit an art gallery today and see how many people express their feelings.

Discuss with children their feeling when they look at the pictures. Do they feel happy, sad, excited, surprised, angry, frightened?

Ask them what they like best and what they like least about the paintings. Ask them what they think the artist felt when he was painting the picture. Ask them how they would change the picture. Other questions may be "What would you do to make it like you would like it?" "Do people have the right to express their feelings in different ways?" "How do you feel when someone expresses a feeling you don't understand?"

Write down their comments. Allow them to think more critically and assure them that we cannot always explain others' feelings.

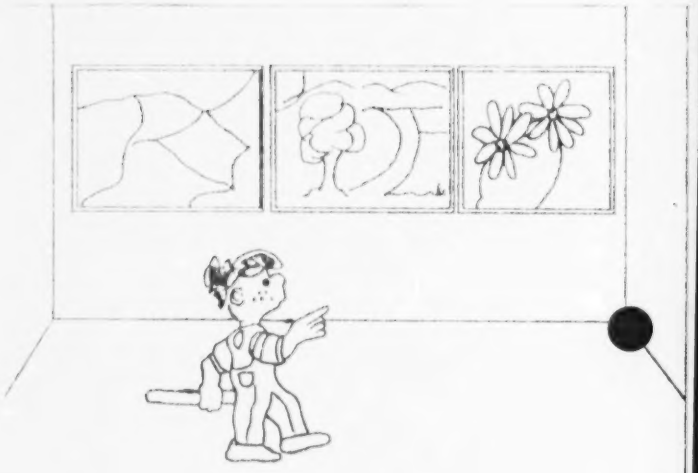
SETTING UP THE ACTIVITY IN THE CENTER

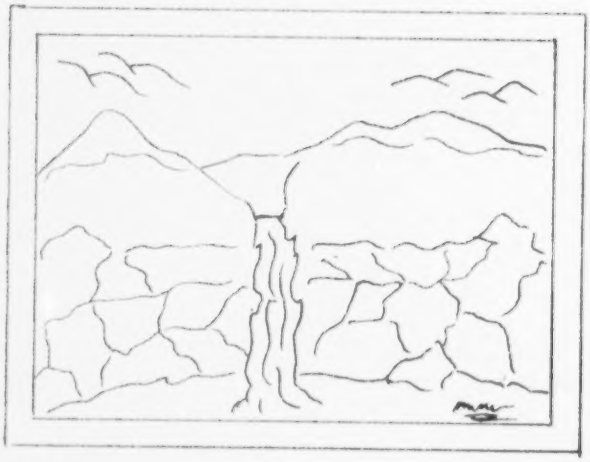
If space permits, the teacher could set up the painting as if it were an art gallery.

Display the paintings in the art center.

RELATED ACTIVITY

The teacher could use music in the same fashion to indicate that artists do write and play music sometimes based on how they are feeling.





ACTIVITY "HUGS! HUGS! HUGS!"

TOPIC: FEELINGS

LOCATION: DISCOVERY CENTER/ DRAMATIC CENTER

DIRECTIONS

TEACHER PREPARATION

1. Copy of an illustration sheet (cut apart on dotted lines). (See appendix).

2. Identify reasons, methods of nonverbal communication.

TEACHER INTRODUCES ACTIVITY THE TO CHILDREN

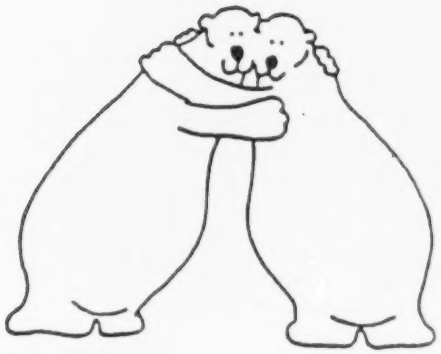
Ask the children what the word "communicate" means to them. Encourage several responses and discuss their answers.

Tell them that we "communicate" everyday all day in nonverbal ways waving our hands, rolling our eyes, snapping our fingers. Ask them, "How can we show others that we care about them in a nonverbal way without takling or telling them. Allow for several responses. Tell them we can all HUG each other.

Divide the children into groups. There should be three even-numbered groups of four to six children plus two groups of three a piece and one group of five to seven children.

Give each group one illustration. Each person in the group is to participate in a demonstration of that kind of hug. Allow a few minutes for each group to practice.

Ask the groups to be seated. Ask each group, one at a time to stand; state the name of the hug; and demonstrate.



Ask children how they feel about hugs. Some may feel silly, embarrassed, or shyness. Indicate to them that it is okay. Ask them "What kind of world do they think it might be if people gave each other more hugs." "Can they influence others by giving out more hugs themselves?"

Encourage the children to try some hugs at home and see what happens. Tell them to see if the hugs made family members feel good. See if the hug made the person hugging feel good.

SETTING UP THE ACTIVITY IN THE CENTER

Copy and cut apart the illustrations for student demonstrations on HUGS.

ACTIVITY: "THE FEELINGS GAME"

TOPIC: FEELINGS

LOCATION DRAMATIC CENTER

DIRECTIONS

TEACHER PREPARATION

1. Cut strips of paper approximately 3/4" x 5 1/2" so that you will have three or four strips more than the number of students in the class.

2. On each strip write one open-ended statement (a statement may appear on more than one strip).

-- My biggest problem is . . .
-- I worry about . . .
-- When I am worried, I ...
-- I am afraid of . . .
-- I enjoy . . .
-- When I am enjoying something, I. . .
-- I am surprised, I . . .
-- When I think something might be scary, I . . .
-- When I am alone, I feel . . .
-- I have the most fun when . . .

3. Secure a box or bag to place the strips of "feelings" statements in.

4. Use a tape recorder for this activity to record these feelings.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Tell the children that they are going to play a "feelings" game.

Ask, "What are feelings?" Solicit answers from as many students as possible.

Describe the game. Each child will be asked to draw a slip of paper from the container, the teacher will read the open-ended statement and the child will finish it. When a child's turn is over, the open-ended statement is to be returned to the bag and the bag passed on to another student.

Demostrate the procedure with one example, then return the strip to the container.

Allow the children to play the game, making certain each child has the opportunity to play. The teacher may wish to read all the strips. Children may wish to keep their strips for sharing an experience and class activity at home or with a friend.

Ask students to complete the phrase "When someone offers me drugs, I feel ...

Solicit several responses and discuss. Ask, "What kinds of feelings do you think people have that would make them want to use drugs?" Discuss responses and solicit other things those people could do in response to their feelings (a bored person could begin a collection or invent a new game).

SETTING UP THE ACTIVITY IN THE CENTER

Cut strips for the children in the class.

Write the open-ended statement largely on the strips so that they can be seen as each is read.

ACTIVITY "YOU DID WELL! YOU DESERVE PRAISE!"

TOPIC: FEELINGS

LOCATION DISCOVERY CENTER

DIRECTIONS

TEACHER PREPARATION

1. Collect colored and plain drawing paper, felt-tip pens or crayons, one or more telephone directions.

2. Identify reasons for receiving praise.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Ask the children to recall an item when they received praise for something they did. Ask, "How did it feel to receive praise?" "How does praise affect a person's work?" Discuss.

Ask children to name persons whose work is infrequently praised, i.e., the school janitor, aides, nurses, cafeteria staff, local pharmacists, ambulance drivers, parents, teachers, etc.

Explain that this assignment is one of communication appreciation --telling some he did well.

Each student is to design a "Certificate of Appreciation" for one person and be responsible for delivering that certificate. If a certificate needs to be mailed, use the telephone directory to obtain address.

Allow time for students to complete the task making the certificates.

Ask the children to share their feelings they experienced as a result of creating an expression of appreciation for someone else.

After delivering the certificates:
Discuss:

How did it feel to be the giver of appreciation?

If expressions of appreciation were a regular thing, do you think it would bring about changes in work behavior or how people feel?

Some drug use is tied to the feeling of being worthless. How might expressions of appreciation affect a person with one of these feelings?

SETTING UP THE ACTIVITY IN THE CENTER

Provide colored and plain drawing paper on a table along with felt-tip pens or crayons.

Provide telephone directions.

ACTIVITY: "A FISHING GAME"

TOPIC: FEELINGS

LOCATION: MANIPULATIVE CENTER

DIRECTIONS

TEACHER PREPARATION

1. Materials needed: large paper clips, horseshoe magnet, string fishing box or bowl.

2. Make 4 photocopies of the fish shape. Make photocopies of the 4 faces. Cut out faces and glue one face to the center of each fish.

3. Color fish shapes. Cut out individual fish shapes, laminate or cover with clear plastic.

4. Make a fishing pole by taking one page of a newspaper, fold into fourths, roll as tightly as possible. Seal together with tape or glue. Tie a piece of yarn to the paper pole. Tie the horseshoe magnet to the other end of the yarn.

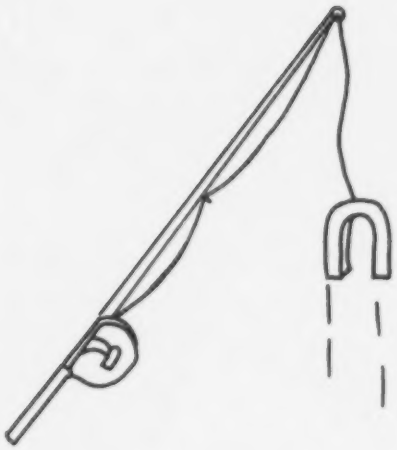
TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

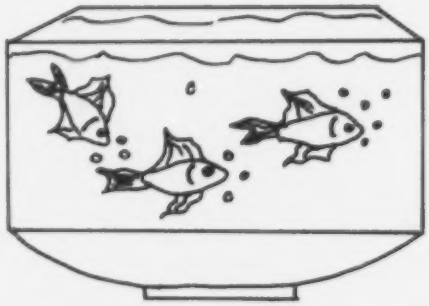
Tell a small group of children that you're going to show them a fishing game. Show them the "pond," the "pole" and the "fish."

Point out that each fish has a picture. Look at each fish and name the expression on each face.

Show the children how to fish. When all fish have been caught, the activity is completed.

Ask the children to talk about the fishing game--how they begin, what they do. Ask them about their own feelings. "Have you ever been angry before?" "Could you have done something else?" Talk about constructive things that can be done when children are mad, sad, etc.





SETTING UP THE ACTIVITY IN THE CENTER

Place the fish in the pond along with the fishing pole. Place where accessible for children.

ACTIVITY: "DRAW NIGHTTIME FEARS"

TOPIC: FEELINGS

LOCATION: ART/DRAMATIC CENTER

DIRECTIONS

TEACHER PREPARATION

1. Tape between 2 chairs black crepe paper on one side and white on the other side. The white area represents day and the black area represents night.

2. Other needed materials: white chalk, black construction paper.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Introduce to a samll group of children seated on the white side of the crepe paper.

Let the children sit in the day area and pretend to go through daytime experiences such as eating, going to school, playing outside.

Then pretend it is getting dark and encourage them to move to the area of the black paper. Pretend to be brushing teeth, reading a story or putting on pajamas.

Discuss how the nighttime is different. Note that even though it gets dark and things seem different, everything really stays the same.

Encourage children to discuss feelings, fears that they might have during the night. Explain that dreams and scary feelings are different from doing things. Scary dreams and mean wishes are different from real acts.

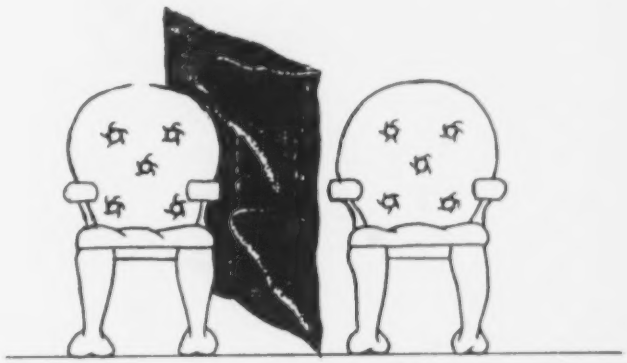
Read There's An Alligator Under My Bed by Mercer Mayer. Ask children to use white chalk on black construction paper to draw pictures of how they feel and what they do at night.

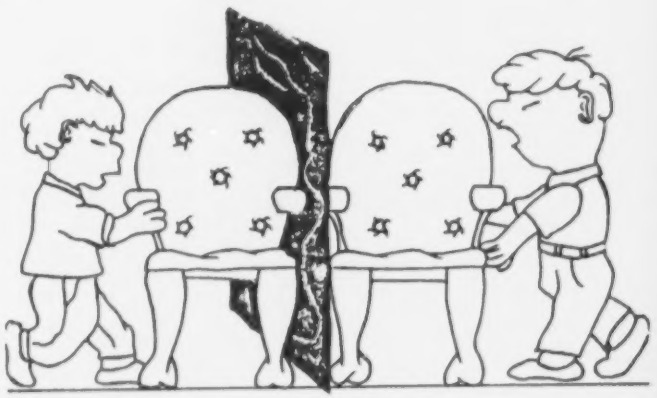
Ask children to talk about last night, what they did, and how they felt.

SETTING UP THE ACTIVITY IN THE CENTER

Set up the day and night areas. Provide white chalk and black construction paper for children.

Provide chairs, bean bags, etc., for children as story is read.





ACTIVITY: "SHAKE OUT FEELINGS"

TOPIC: FEELINGS

LOCATION: DRAMATIC/MUSIC CENTER

DIRECTIONS

TEACHER PREPARATION

1. Materials needed included: empty hamburger styrofoam box, oatmeal box, plastic film container, magarine tubs, 16 oz. cups, dried bean, rice, popcorn, masking tape, empty open plastic container for small items, tape recorder amd headphone, audio tapes to any lively up temp beat.

TEACHER INTRODUCES ACTIVITY TO THE CHILDREN

Have children share times when they were angry or felt bad and what they did.

Talk about things children can do when they are angry or feel bad to make them feel better. Some suggestions are play music, sing, use the clay or playdough, tell somebody, dance, etc.

Explain that they could make their own musical instrument (show items that can be used). Then tape them closed.

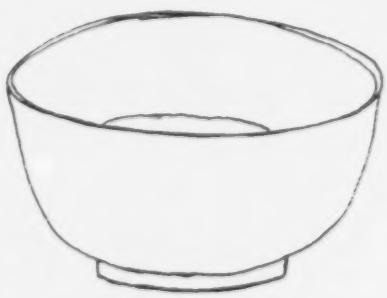
Allow children to shake out their feelings to any music they like. Explain to them that it is always important to release negative feelings, but they must be done in appropriate way.

As children enter the center, ask them how they feel and what they plan to make. As they are shaking out their feelings, ask them to describe how it feels. Tell them after they release their bad feelings they should be great.

SETTING UP THE ACTIVITY IN THE CENTER

Place all of the empty container in a large box together on the table in the center along with the tape.

Put each of these collected in separate plastic containers beside the box of empty containers (beans, rice popcorn, macaroni, bottle caps, paper clips). Make sure the tape recorder and headphones work and that the audio tapes are beside them for use.



DISCOVERING MY FEELINGS

END OF UNIT QUESTIONS/EVALUATIONS

1. What are feelings?
2. What does it mean when you say you feel sad, happy lonely, afraid?
3. Who can you tell when you feel sad, happy, afraid?
4. What would you do if you are very angry because someone broke your toy?
5. How could you demonstrate that you liked/loved someone without telling him/her?
6. What does it mean to share?
7. Why must we share?
8. How would a healthy mind and health body make you feel?
9. How does it feel to give some praise? Tell them they did a good job?
10. What might you do if you cannot sleep at night and you are frightened?
11. What are some ways to release or get rid of bad feelings?
12. What kind of feelings would you have if you used drugs?

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DEFINITION OF TERMS

Unit 2: Healthy Minds/Healthy Bodies

Lungs: A pair of organs which are part of the respiratory system. The respiratory system takes care of breathing. The lungs are directly affected by marijuana, tobacco, cocaine, and alcohol.

Heart: A hollow muscle that pumps blood through the circulatory system. The circulatory system moves blood throughout the body.

Brain: A massive number of cells which is part of the central nervous system. The brain along with the spinal cord make up the central nervous system which functions as the control center of the nervous system.

Stomach: A main part of the digestive system. It produces materials which aid in the break down of food in the digestive system.

Liver: The largest gland in the human body. It serves as the body's main chemical factory. It aids in the digestion of food and filters poisons and wastes from the blood.

Unit 3: Information /Knowledge of Drugs

Alcohol: A colorless liquid in beer, wine, whiskey, gin, and other fermented and distilled liquors that makes them intoxicating. Alcohol is a drug. It causes changes in the body and in mood. It can become habit-forming.

Tobacco: The dried and cured leaves of the tobacco plant. All tobacco products (cigarettes, cigars, chewing tobacco and snuff) are highly addictive.

Nicotine: The drug found in tobacco.

Marijuana: The common name for dried leaves from the Cannibis plant. It is also called pot, grass, weed, smoke, reefer, dope, Mary Jane, Sinsemilla, Acapulco Gold, and Thai Sticks. Marijuana looks like dried parsley mixed with stems that may include seeds.

Cocaine: A white, crystalline powder extracted from the leaves of the coca plant. It is also called coke, snow, flake, whit, blow, nose candy, bib C, snowbirds, lady, white girl, and blow. Cocaine stimulates the central nervous system and is highly addictive.

Crack: Light brown or beige pellets or crystalline rocks which are in the cocaine family. It is also called freebase rocks or rocks. Crack is extremely addictive.

Heroin: A powder, white to dark brown made from the poppy plant. It is also called smack, horse, brown sugar, junk, mud, big H, and black tar. Heroine is extremely addictive. When the drug is withheld from an addicted person, there are serious withdrawals symptoms.

Unit 4: Who To Tell?

A suspicious person is an individual (child, teenager, or adult) who makes you feel funny or uneasy inside (usually in the bottom of your stomach) when you are around him or her! That funny feeling inside you is your instinct. You must learn to trust and obey it!

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Community Resources

The following represent sources where mostly free and some inexpensive materials can be obtained.

Those sources which are labeled with *, indicate that they could possibly be more helpful in developing community awareness about substance abuse than the other sources listed.

Most communities will list a **Drug Information "Hot Line"** in the loal telephone book. This is a valuable resource.

The local **Public Health Department** usually provides drug awareness information as well as general health and safety information. This is a valuable resource as well.

U.S. Customs Service
Drug Awareness Program
Public Documents Distribution center
Pueblo, Colorado 81009

(Please note, this information comes with an index for a list of "Drug Info" Toll Free Drug Messages which can be dialed on your touch tone telephone.)

The I Can Safety Plan
National PTA and Peter Pan Peanut Butter
211 East Ontario Street
Chicago, Illinois 60611
(312) 280-7000

The National Dairy Council
6300 North River Road
Rosemong, Illinois 60018-4233
(312) 696-1020

National Center for Health Education
30 East 29th Street
New York, New York 10016
A Growing Healthy Awareness Pack
(212) 689-1886

Boy Scouts of America
Magazine Division
1325 Walnut Hill Lane
Post Office Box 152079
Irving, Texas 75015-2079
*"Drugs: A Deadly Game!" Pack

S. James
Consumer Information Center-K
Post Office Box 100
Pueblo, Colorado 81002
"Consumer Information Catalog"

Chaps Baker Treatment Center
24 Hour Inquiries and Admissions
2750 Speisseger Drive
North Charleston, South Carolina 29405
745-4268

Chaps Columbia Recovery Programs
828 Woodrow Street
Columbia, South Carolina 29205
771-4414

Charter Rivers Hospital
2900 Sunset Boulevard
West Columbia, South Carolina 29169
796-9911

Coastal Carolina Hospital
Conway, South Carolina
1-800-922-0742

Fenwick Hall Hospital
3612 Landmark Drive
Forest Acres, South Carolina 29204
787-3272
or
1709 River Road
Johns Island, South Carolina 29455
559-2461

His House
764 Meeting Street
West Columbia, South Carolina 29169
791-0336

Laurel Street Associates, Inc.
1512 Laurel Street
Columbia, South Carolina 29201
256-7537 or 779-4253

Lexington/Richland Alcohol and Drug Abuse Council
24 Hour Service
2020 Washington Street
Columbia, South Carolina 29201
256-3100
or
134 North Hospital Drive
West Columbia, South Carolina 29169
or
796-6460
1001 Harden Street
Columbia, South Carolina 29204
252-3727

S.C. Coalition of Black Church Leaders
Post Office Box 3076
Columbia, South Carolina 29230
1107 Belleview Street
779-4528

Stop Smoking Center
1900 Broad River Road
Columbia, South Carolina 29210
772-7763

Alcoholics Anonymous World Services, Inc.
Box 459 Grand Central Station
New York, New York 10163

U.S. Department of Health and Human Services
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

Mailing Address:
National Clearinghouse for Alcohol and Drug Information
Post Office Box 2345
Rockville, Maryland 20852
*What You Can Do About Drug Use in America This is a free publication.)

"Drugs and You"
ESP Publishers
Post Office Drawer 5037
Jonesboro, Arkansas 72403

Information Office
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, D.C. 20208
(800) 624-0100
*What Works: Schools Without Drugs (A free publication and a excellent community resource.)

Poison Control Center - Statewide

Palmetto Poison Center
Richland Memorial Emergency Room
USC College of Pharmacy
765-7359
5 Richland Medical Park
Columbia, SC 29203

Drug Abuse and Addiction Centers - Statewide

Addlife Addiction Services
Hwy 276 North
Travelers Rest, South Carolina
1-800-521-6692

Alcohol and Drug Care Center
University Hospital
1350 Walton Way
Augusta, Georgia
404-722-9022

Bruce Hall Center for the Treatment
of Alcohol and Drug Dependency
121 East Cedar Street
Florence, South Carolina
1-800-221-8108

Worksheet—Teaching For Thinking

NAME _____ DATE _____

PART A. Classifying my responses

1. *Responses that inhibit thinking*
   - Agreeing with the pupil _____
   - Disagreeing _____
   - Restricting thinking time _____
   - Telling pupil what I think _____
   - Telling or showing what to do _____
   - Talking too much _____
   - Explaining it my way _____
   - Repeating pupils' statements so others hear _____
   - Cutting pupil off by asking another _____
   - Putting down ideas _____
   - Promoting fear _____
2. *Responses calling for low-level thinking*
   - Looking for single, correct answer _____
   - Limiting choice _____
   - Giving clues _____
   - Hinting through voice inflections _____
   - Leading pupils to a line of thought _____
   - Giving information _____
3. *Responses that sustain and extend thinking*
   - Clarifying ideas _____
   - Asking for more data or an elaboration _____
   - Asking for ideas, opinions, viewpoints _____
   - Inviting responses from other pupils _____
   - Asking for an analysis _____
   - Asking for extension of ideas _____
   - Raising a new idea _____
   - Accepting an idea non-judgmentally _____
4. *Unrelated responses*
   - Classroom management _____
   - Behavior management _____
   - Speech mannerisms _____
   - Other responses unrelated to activity _____

PART B. Analyzing the activity and the nature of my responses

1. *A description of the thinking activity:* _____
2. *To what extent did this activity reflect the guidelines for selecting and developing activities? Be specific.*
   - Was the content significant? Explain. _____
   - How did the activity promote inquiry? _____
   - What was the level of difficulty? _____
   - Was it possible to entertain a wide range of responses? _____
   - In what ways did the activity contribute to new insights? _____
   - Did it hold interest? Explain. _____
   - What was the amount of teacher direction/teacher talk needed? _____
3. *To what extent did I build the inquiry from responses of the pupils? (Did I have to keep raising new ideas to keep the activity going?)* _____
4. *How did I classify my responses (from Part A)?*
   - No. of inhibiting responses _____
   - No. of responses calling for low-level thinking _____
   - No. of sustaining/extending responses _____
   - Total responses _____
5. *What was the effect of my responses on the pupils?* _____
6. *What were some good features of this session for me?* _____
7. *What do I need to work on during the next session?* _____

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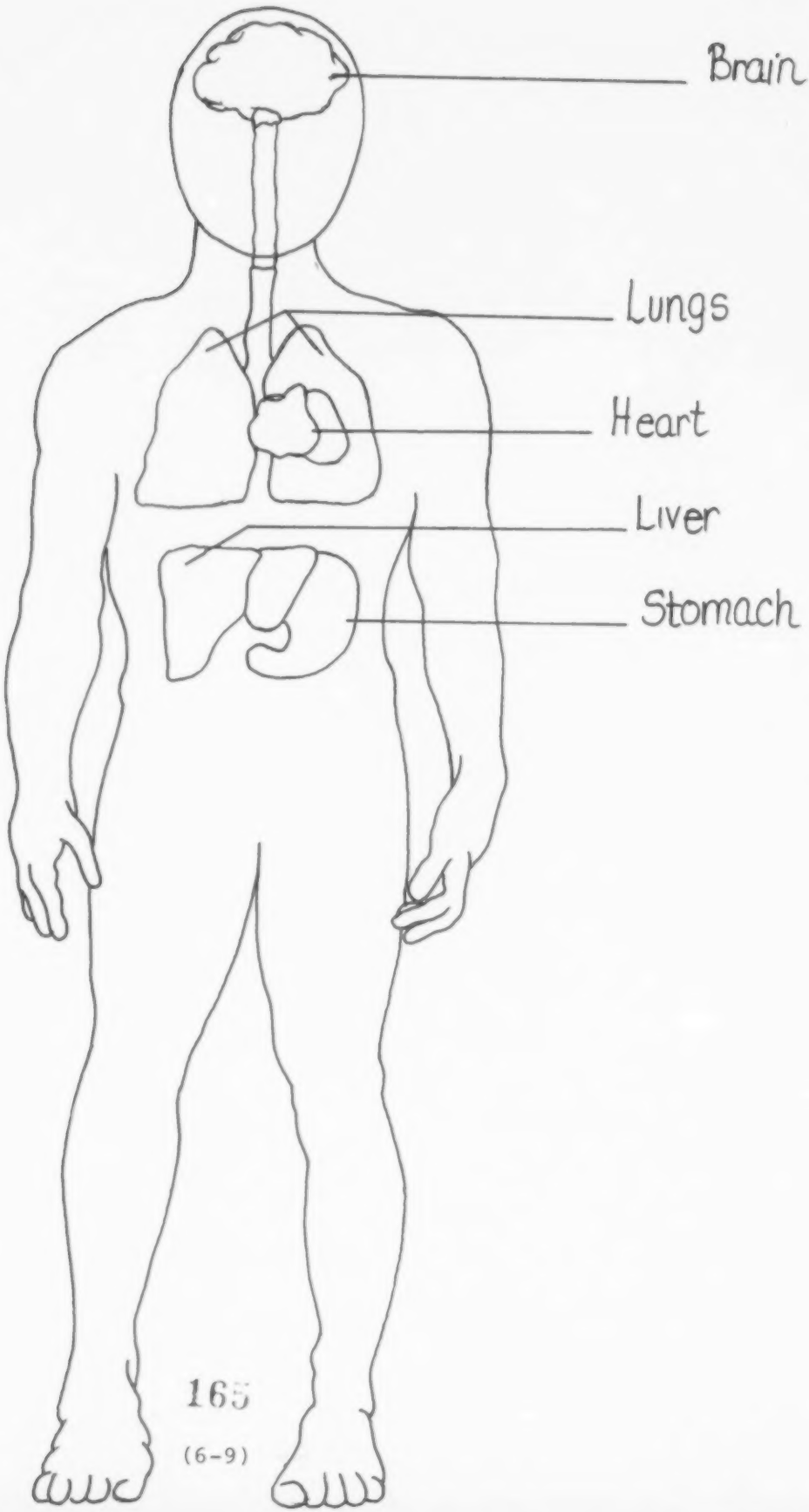
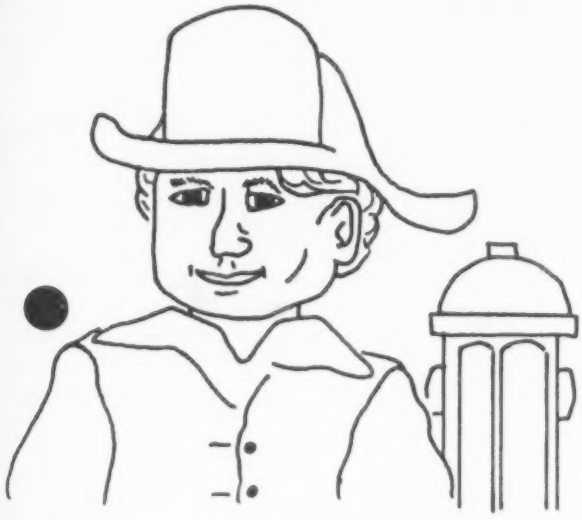
JUST SAY NO TO DRUGS

DANGER

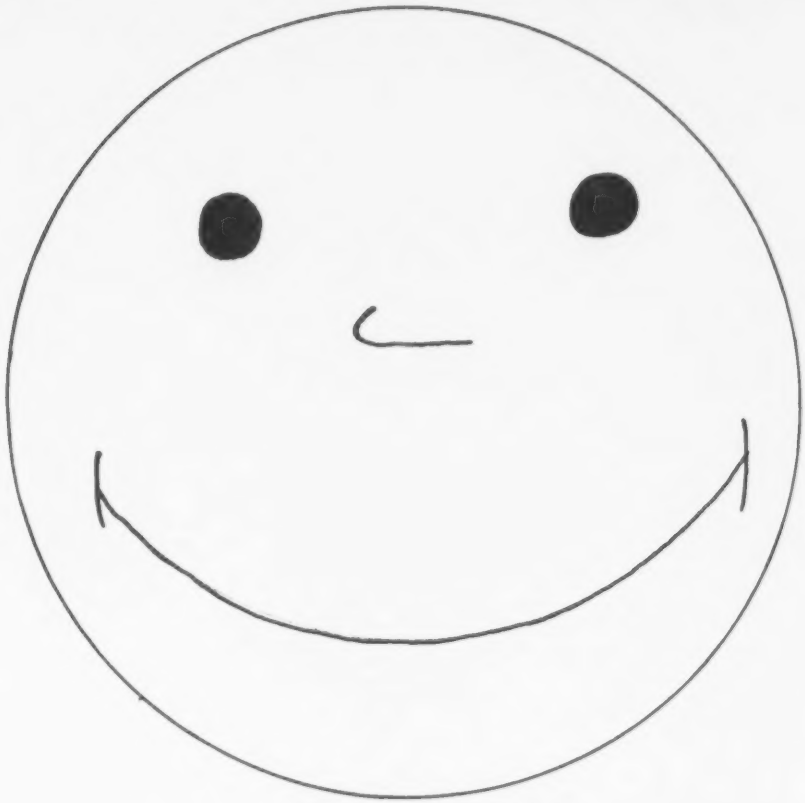

Brain
Lungs
Heart
Liver
Stomach

NO SMOKING

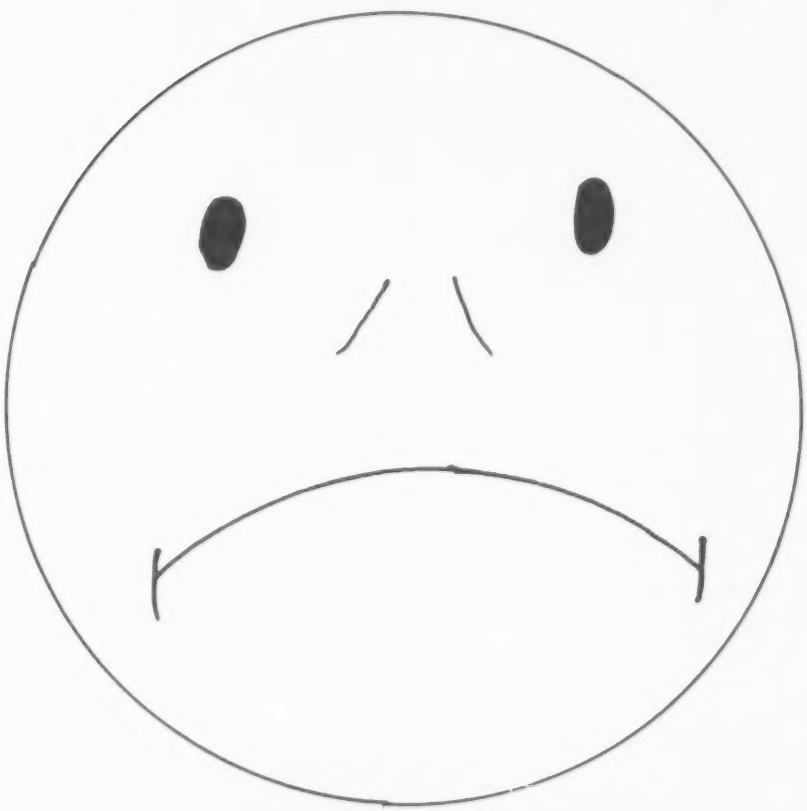
MR. YUK



COMMUNITY (6-13) HELPERS

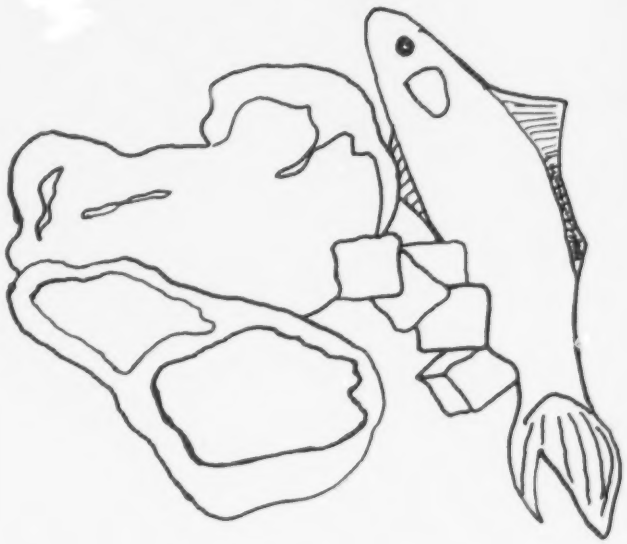


MAKING A DECISION

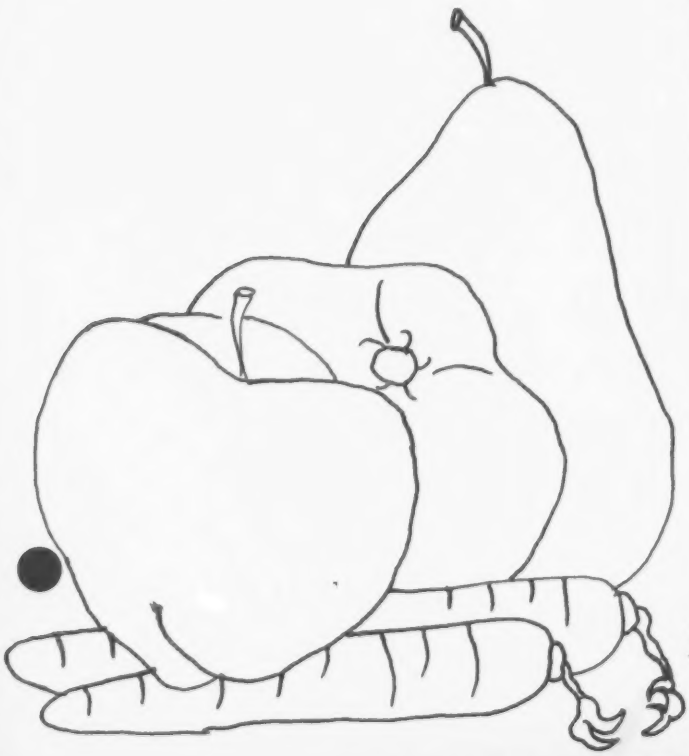


DAIRY

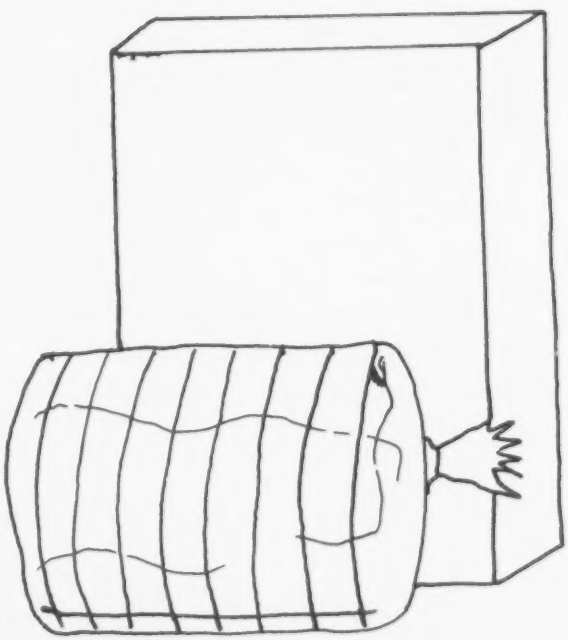
MEATS and PROTEIN



FRUITS and VEGETABLES

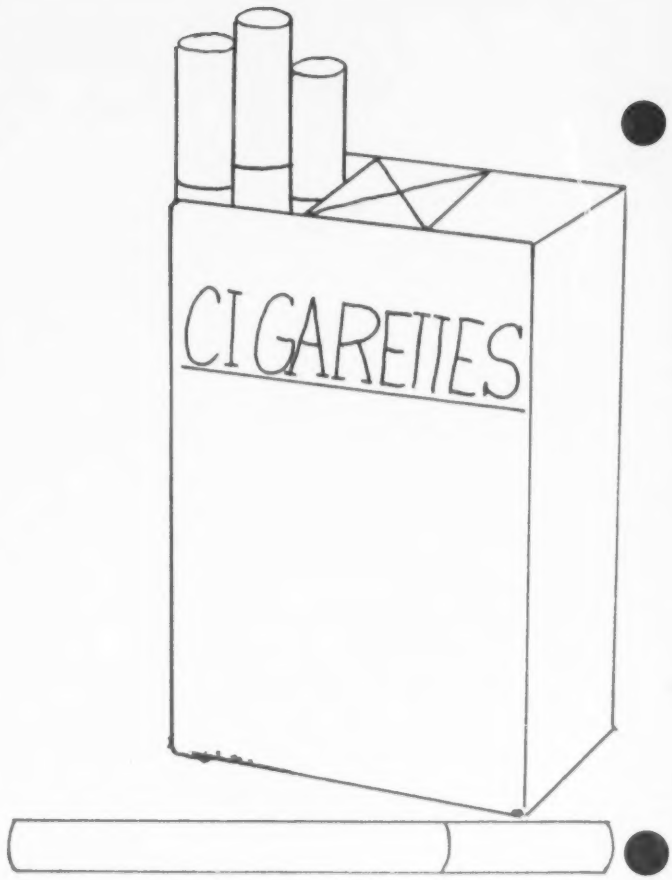


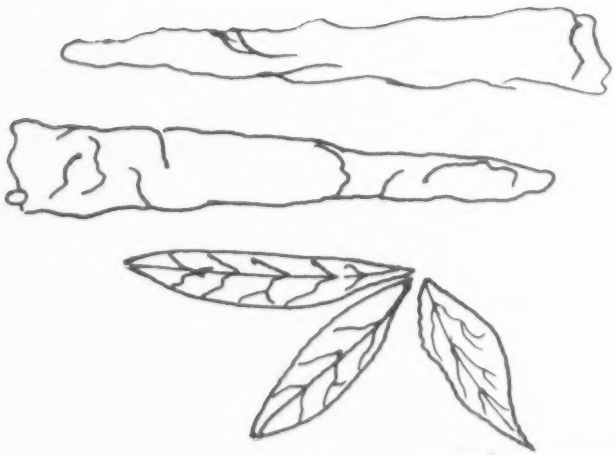
BREAD and CEREAL



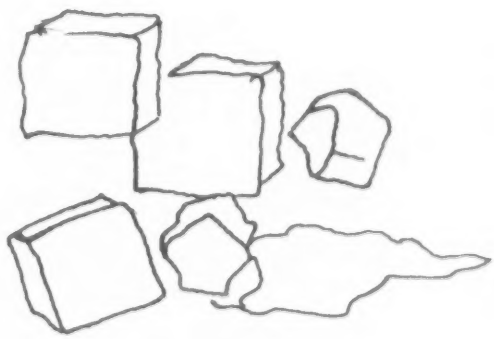
WHAT THEY LOOK LIKE

ALCOHOL



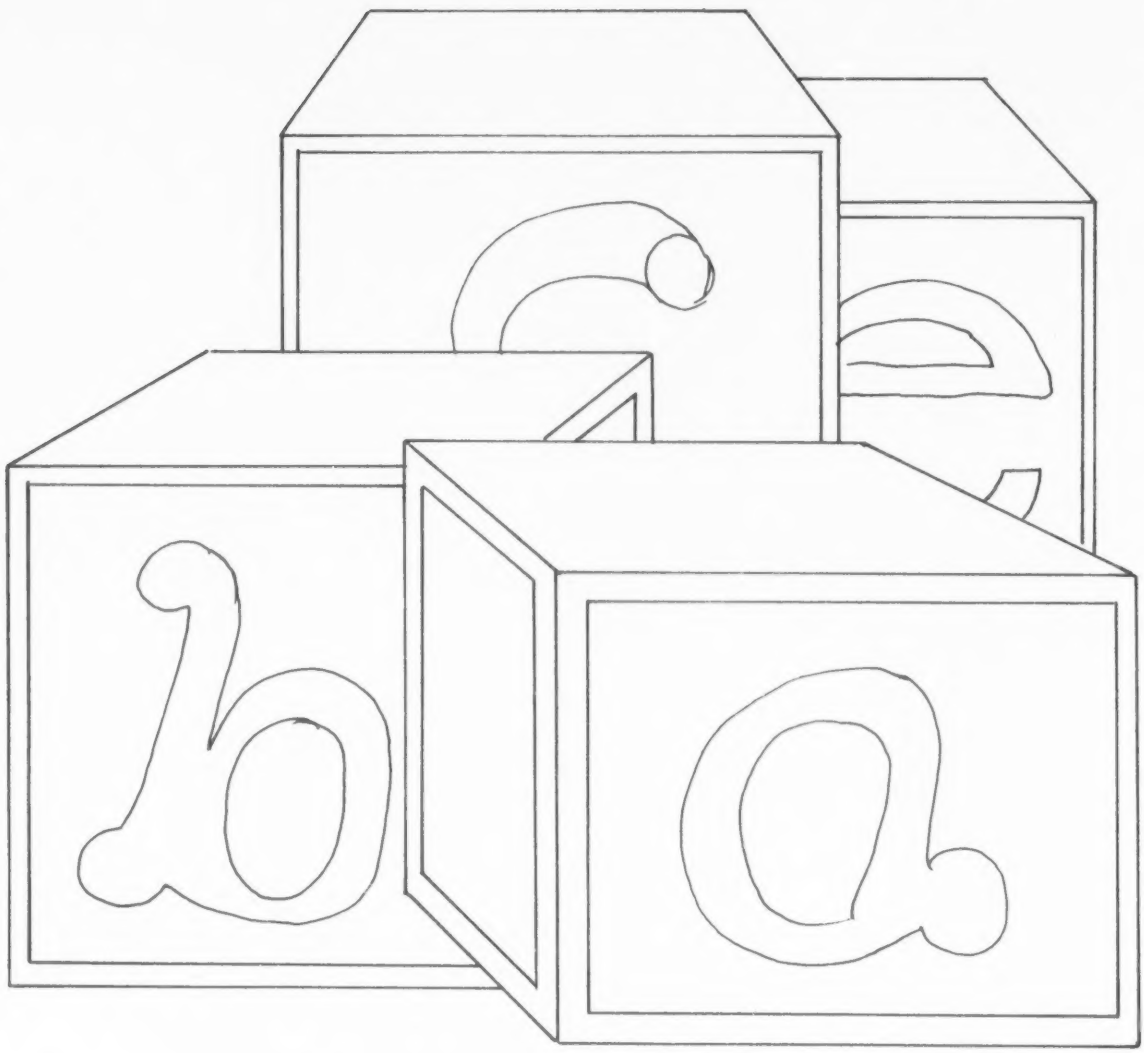


JOINT



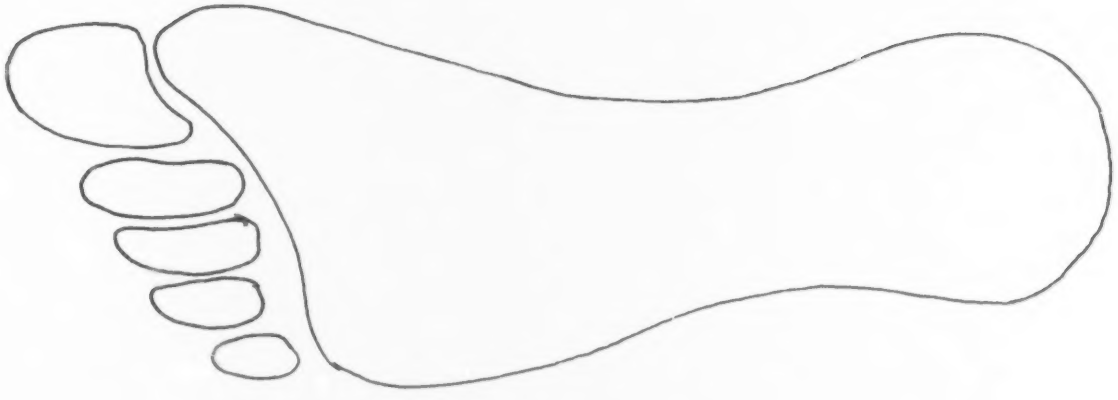
CRACK

BLOCK PATTERN

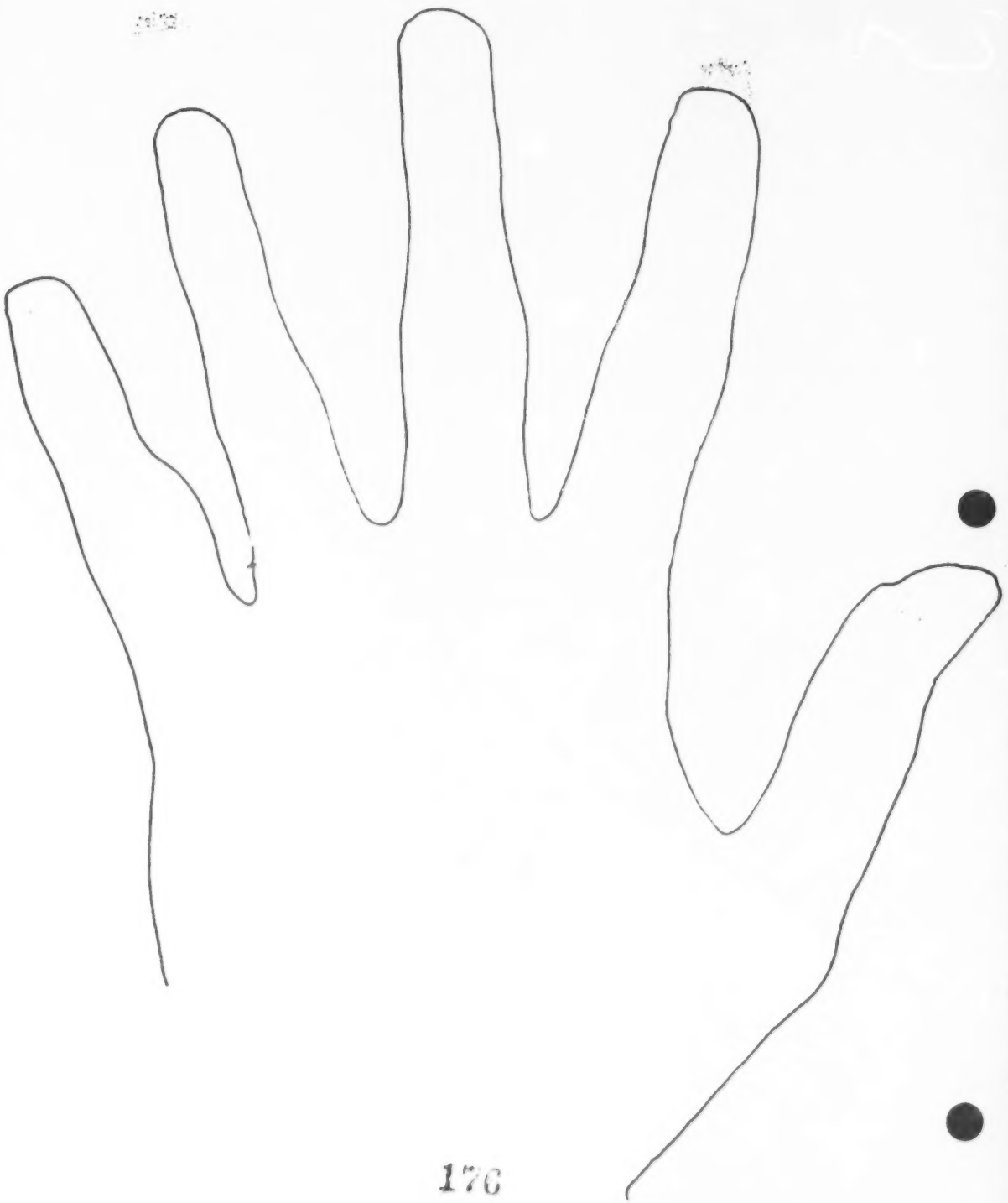


(6-18)

HAND AND FOOT PATTERN



"It's Mine and Mine Alone"



INSTRUCTIONS

FOR

"HUGS"

BEAR-HUG

The largest person wraps his/her arms around the shoulders of the smaller person. The smaller person wraps his/her arms around whatever part of the larger person's body that can be reached. Both persons give a big squeeze.

THE A-FRAME HUG

This hug is used primarily to say hello or goodbye.

Stand facing each other, wrapping arms around shoulders, sides of heads pressed together and bodies leaning forward but not touching at all below the shoulder level. Give a brief squeeze.

GROUP-HUG

This hug is often used by the family.

The group stands in a circle its members standing as close together as possible, arms around shoulders or waists and squeezes.

SIDE-TO-SIDE HUG

This hug is often referred to as the friendship hug.

This is great hug to give while walking along together. Each person should place one arm around the waist or shoulder of the other and once in a while give a big squeeze.

SANDWICH HUG

Two larger persons face each other with the third in the middle facing one of the others. The larger two reach for each others waist. The one in the center wraps arms around the waist of the facing hugger.

Reference: The Hug Therapy Book by Kathleen Keating. Com Care Publications, Minneapolis, 1983.

ILLUSTRATIONS

FOR

STUDENT

DEMONSTRATION

"HUGS"

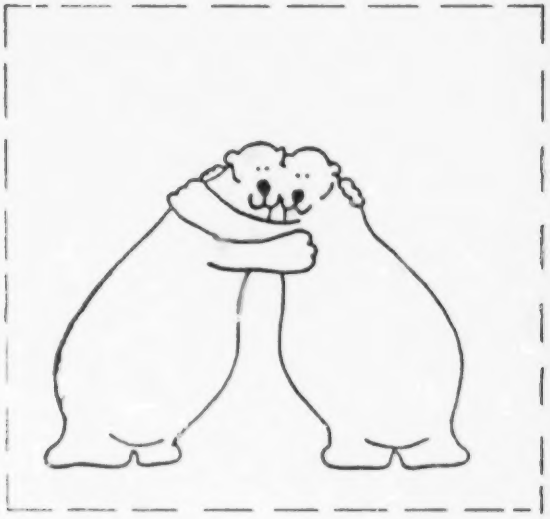
BEAR-HUG

The hugger wraps his or her arms around the shoulders of the huggee. The huggee wraps his or her arms around whatever part of the hugger's body that can be reached. Both the hugger and the huggee give a big squeeze.

THE A-FRAME HUG

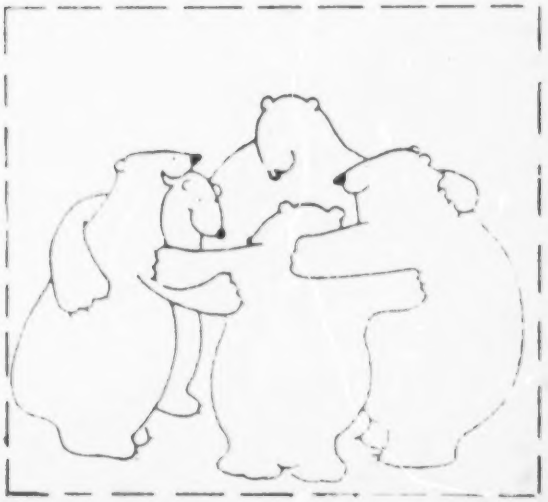
Stand facing each other, wrapping arms around shoulders, sides of heads pressed together and bodies leaning forward but not touching at all below the shoulder level. Give a brief squeeze. This hug is often used as a "hello" or "goodbye" hug.

The feeling is one of polite caring.



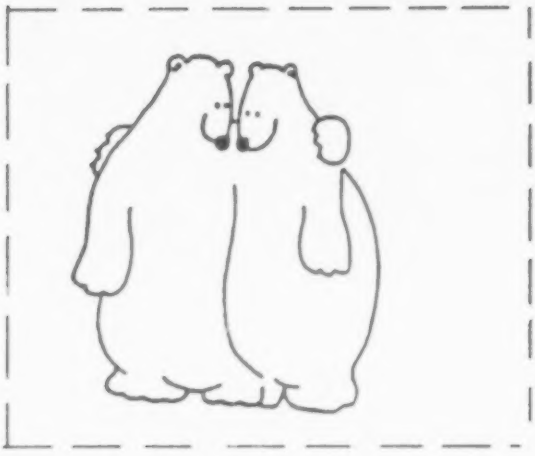
GROUP-HUG

This is a very popular hug for good friends or larger families. The group stands in a circle its members standing as close together as possible, arms around shoulders or waists and squeezes.



SIDE-TO-SIDE HUG

This is great hug to give while walking along together. Each person should place one arm around the waist or shoulder of the other and once in a while give a big squeeze. It can be used walking to the bus, on a hike, or standing in line. When else can it be used?



SANDWICH HUG

This is a hug for three. Two face each other with the third in the middle facing one of the others. The two on the outside reach for each others waist. The one in the center wraps arms around the waist of the facing hugger. Another way to do this is for the outside two to hug around the shoulders while all three snuggle heads together.

Hugging is for everybody. And remember ...

Perfect Practice makes Perfect!

*Thanks to The Hug Therapy Book by Kathleen Keating. Com Care Publications, Minneapolis, 1983.

Nose
Chin
Elbow

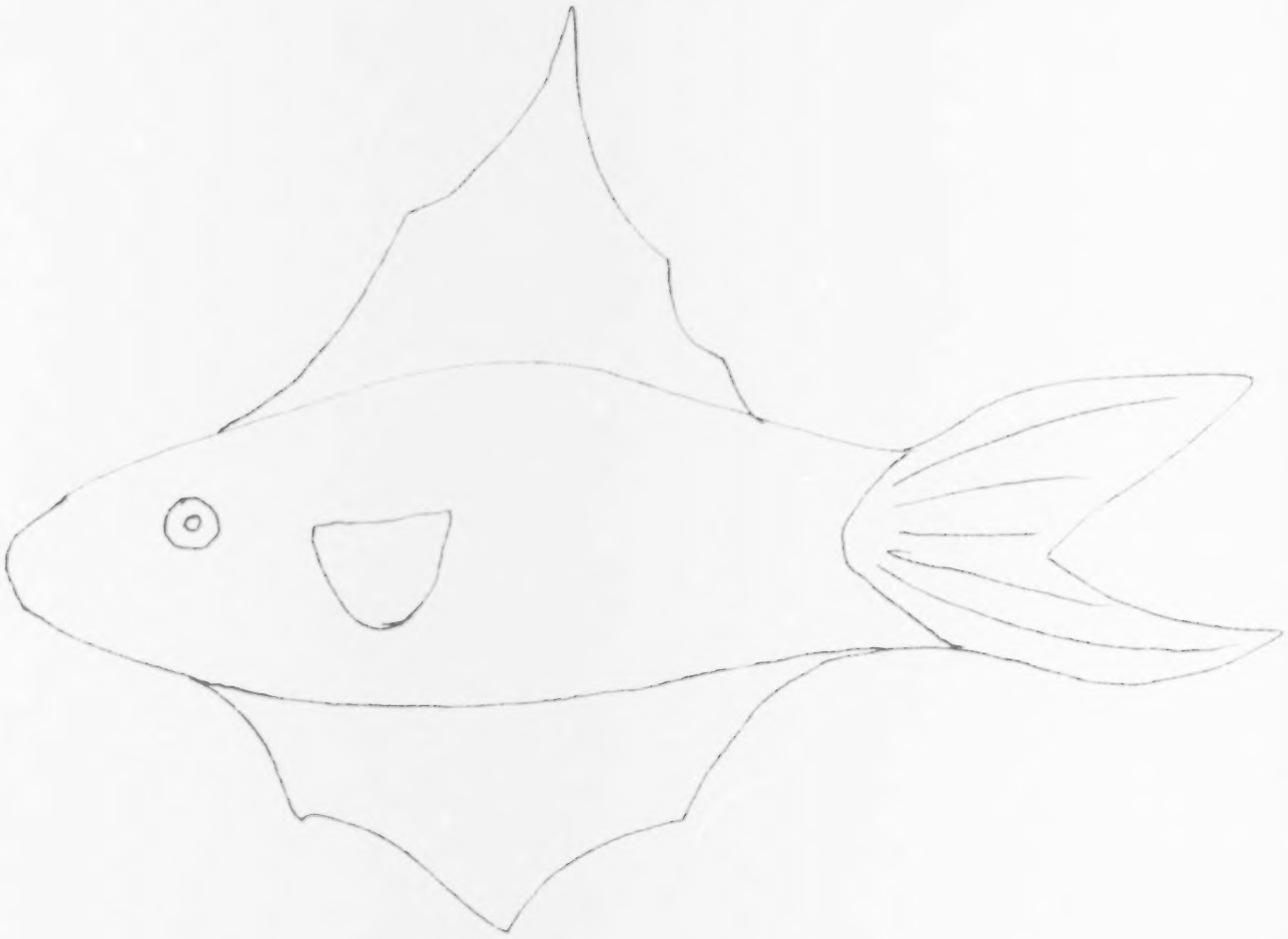
HAPPY

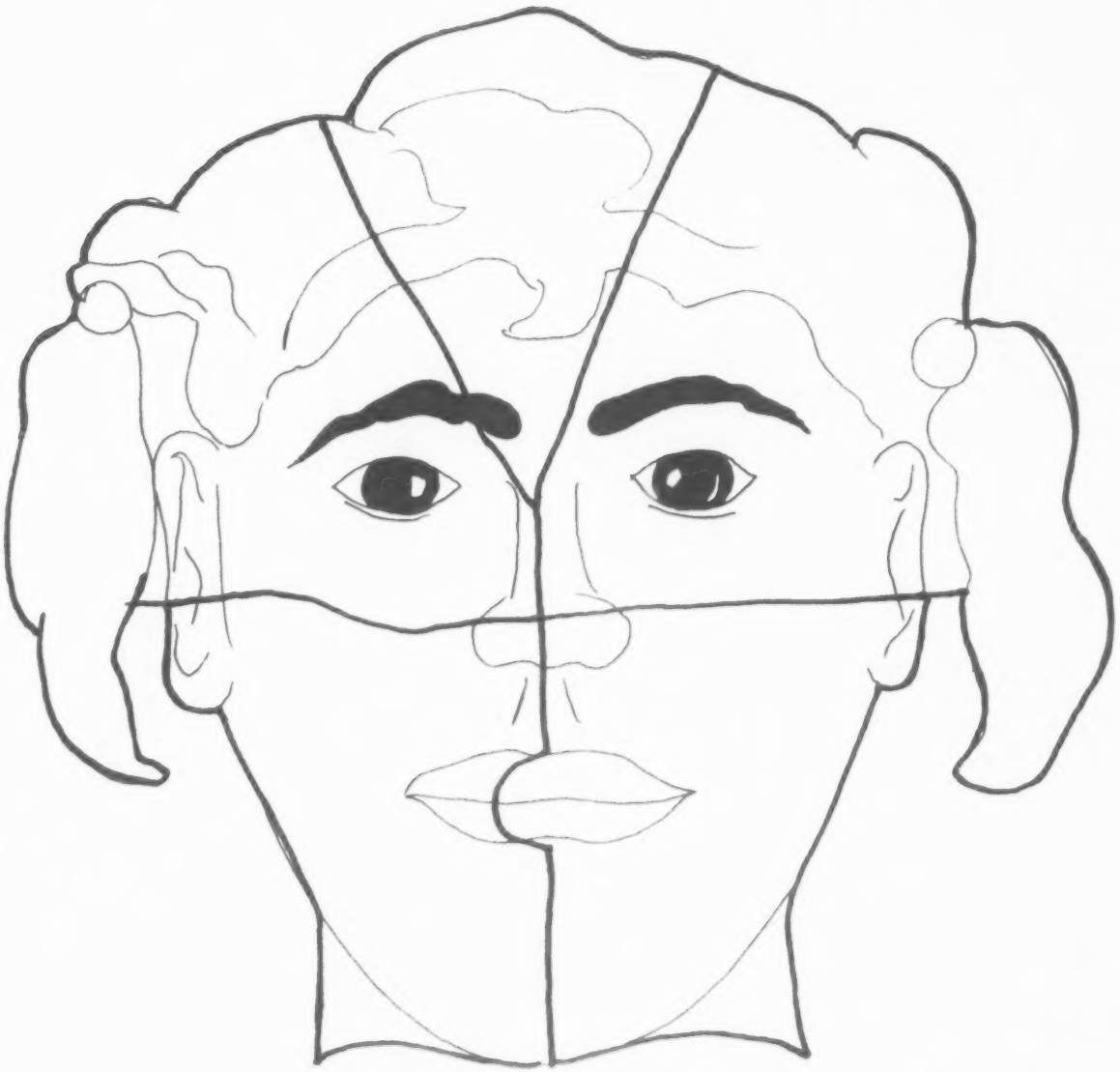
SAD

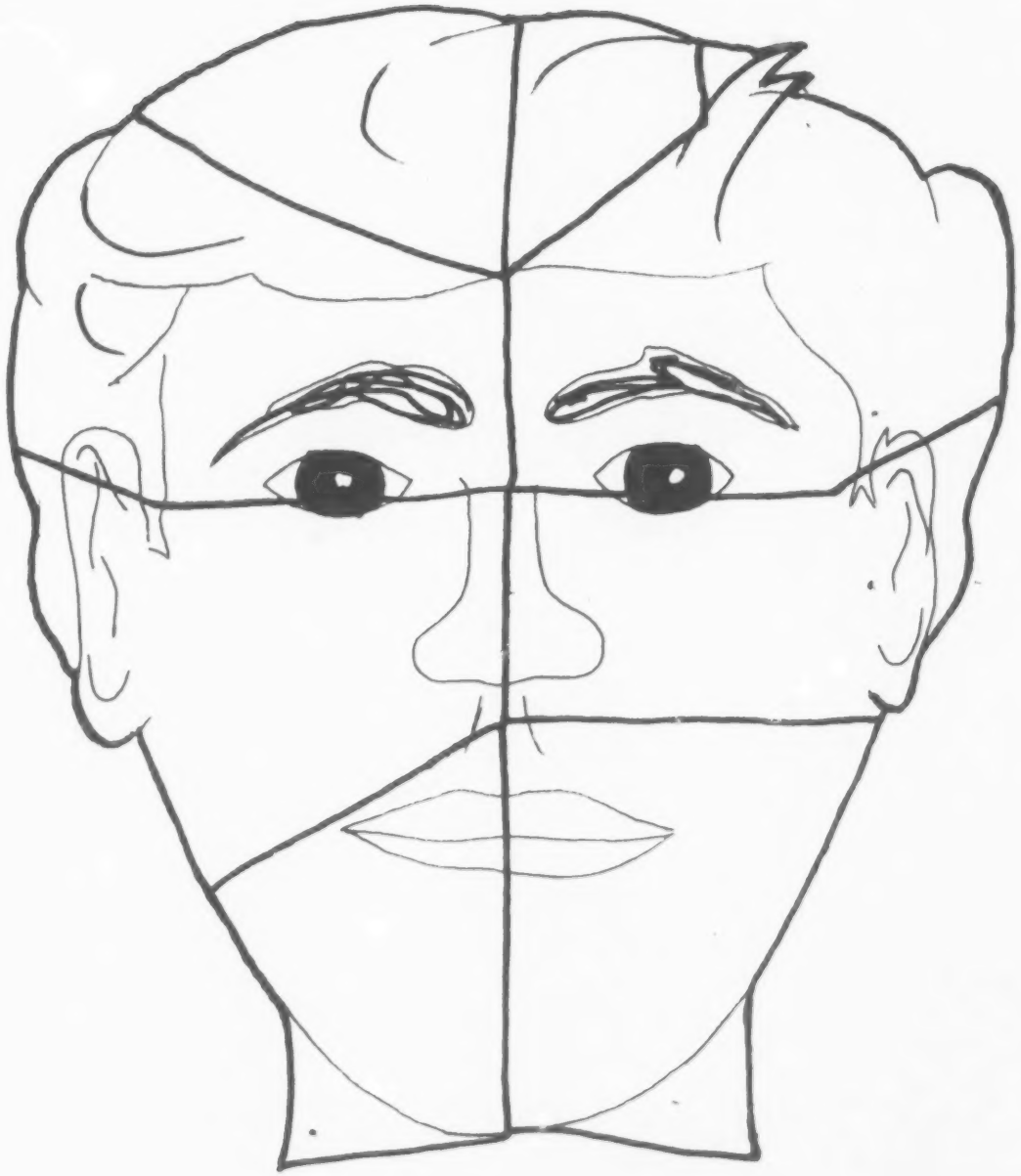
ANGRY

(6-24)

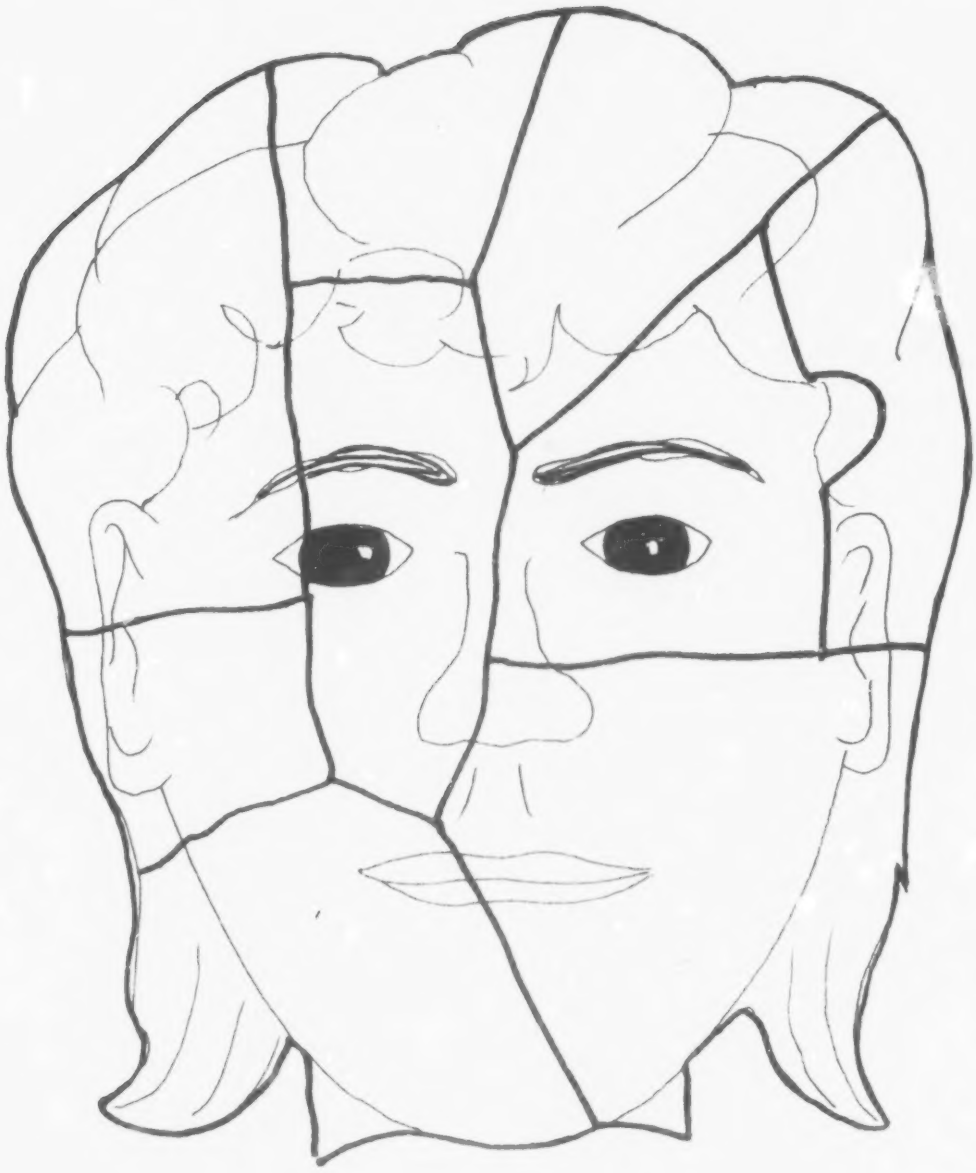
SUPRISED

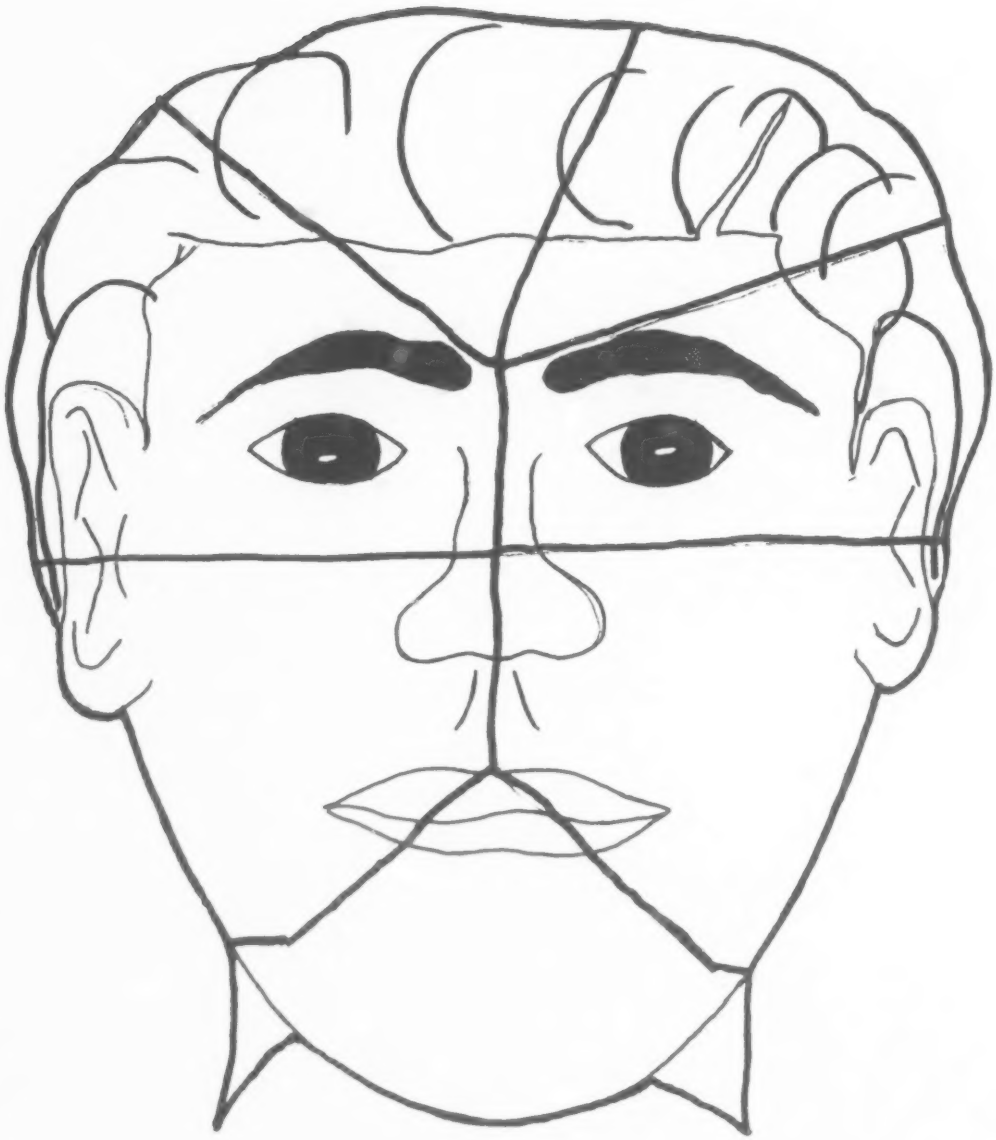






(6-27)





I LOVE ME!

I love me! I love me!
I don't do drugs,
Can't you see!

If you want to really be
JUST SAY NO!
Easy as can be!

I love me! I love me!
I don't do drugs,
Can't you see!

CHILDREN LEARN WHAT THEY LIVE

Dorothy Law Nolte

If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with fear,
he learns to be apprehensive.
If a child lives with pity,
he learns to feel sorry for himself.
If a child lives with ridicule,
he learns to be shy.
If a child lives with jealousy,
he learns what envy is.
If a child lives with shame,
he learns to feel guilty.
If a child lives with encouragement,
he learns to be confident.
If a child lives with tolerance,
he learns to be patient.
If a child lives with praise,
he learns to be appreciative.
If a child lives with acceptance,
he learns to love.
If a child lives with approval,
he learns to like himself.
If a child lives with recognition,
he learns that it is good to have a goal.
If a child lives with sharing,
he learns about generosity.
If a child lives with honesty and fairness,
he learns what truth and justice are.
If a child lives with security,
he learns to have faith in himself and in those about him.
If a child lives with friendliness,
he learns that the world is a nice place in which to live.
If you live with serenity,
your child will live with peace of mind.

With what is your child living?